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Students' Response to Teachers' Feedback on Writing
The Case of Third Year Students at Ghuettouche Khalifa
Secondary School

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Dedication

I dedicate this work :

To my parents

To my family

To my friends

Acknowledgments

Firstly, I would like to thank Allah who gave me the ability to carry out this research work.

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Abstract

Writing is considered as the most difficult skill , that's why students need an effective feedback from their teachers in order to develop their writing . Therefore, the ultimate goal of this study was to investigate the effect of the teachers' written feedback on enhancing students' written productions . To achieve this aim and test our hypotheses that state That both teachers and students are aware of the importance of feedback, we also assume that teachers try to use some strategies to help students consider their feedback , and after providing written feedback, students' performance will be improved. We have used two research instruments :a questionnaire which was distributed to (30) third year students at Ghuettouche Khalifa secondary school, and an interview that was addressed to(04) English teachers at the same school during the academic year 2019/2020.The obtained results from analyzing the gathered data of students' questionnaire and teachers' interview revealed that teachers' written feedback is an effective strategy that helps in enhancing students writing skills; moreover, based on the findings of this research teachers have to provide feedback on preliminary drafts not on final ones.

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List of Abbreviations

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1: First Language.

L2: Second Language

Q: Question.

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General Introduction

English is widely used to communicate therefore many countries learn and use English as their second or foreign language. In order to be able to master this language you have to comprehend oral and written texts and produce them.

In other words learning English means mastering the four skills which are writing, speaking, reading, and listening. Writing and speaking are the productive skills while reading and listening are the receptive ones.

Writing is considered as the most important skill that students have to master for academic success. It is more than putting words on papers, it is a way of communication in which writers express ideas, thoughts, feelings, beliefs, so this productive skill requires more attention. The ability to write efficiently is becoming increasingly necessary to convey the message correctly and effectively; thus, writing plays a vital role in conveying information, and in using the already existed knowledge to create a new one. However, teaching writing is not an easy task because teachers have to decide not only what to teach but also how to teach such a difficult skill.

In fact, it is the teacher's job to decide the different approaches that gleaned from theories and researches on teaching writing in ESL/EFL contexts. It is also the teacher's job to select the approach that best fits the learners' needs and levels, choose what s/he thinks would be effective as teaching materials, techniques, etc. The teacher is also responsible for creating a motivating environment and being in charge of facilitating the learning-to-write activity. The teacher can do so by widening the area of interaction, and therefore reducing any potential gap between him and his students. The best means for teacher-student interaction may therefore be insightful feedback which can help students to improve their writing production and motivate them to write better.

Teacher's feedback to students' writing is an essential component of the writing process . It is the guide that students follow throughout the process of writing and the means which enables them to produce a good end product.

1. Background to The Study

In fact, both teachers and students believe that teacher-written feedback is a vital part of the writing process (Cohen & Cavalcanti, 1990; Fathman & Whalley, 1990; Ferris, 1995; Ferris, 2002). Though most L2 writing teachers are aware of students perceptions of written feedback and try to provide their students with helpful feedback , they may not be fully aware of how much feedback they provide on particular (i.e.spelling ,grammar,and punctuation) and general (i.e ideas, content and organization) issues ,and whether the type of feedback they should provide adheres to their beliefs about written feedback .Although significant researches have been done on how teachers should provide written feedback in both L1(Straub,1997) and L2 (Ferris,2004;Truscott ,1996;2004) writing, less research has examined the amount and the type of revision teachers actually expect from their students (Ferris,Hedgcock,1998 ;Goldstein,2001)

Feedback and assessment go hand-in-hand, teachers use assessment to measure a student's learning and to have a clear idea about the next step which means that assessment provides a direction for the instructor on what to teach next. According to Irons (2008), "Feedback is a key aspect in assessment and is fundamental in enabling students to learn from assessment" (p. 1). Irons explained it like this: Formative assessments can be taken as any task that creates feedback to students about their learning....The main focus of formative assessment (and formative feedback) is to help students understand the level of learning they have achieved and clarify expectations and standards (pp. 16-17). Sadler's (1989) study examines the nature and function of formative assessment as students develop

and work toward proficiency and defines assessment as “any appraisal (or judgment, or evaluation) of a student’s work or performance” (p. 120). Sadler also explains how formative assessment helps eliminate seemingly random, trial-and-error learning on behalf of the student. Therefore, feedback is a critical component to the formative assessment process, as it provides information to the student about whether the learning is successful or not, and this gives instructors the chance to reinforce successful practices or change unsuccessful ones. The feedback portion of the assessment is the instruction or the information given to the student to have an idea of what needs to happen to achieve learning goals. Actually, even when a teacher gives specific, and relevant feedback, student learning is not guaranteed. Feedback can be highly effective or ineffective.

However, there feedback means more than simply giving an assessment to let students know how they performed. Research on formative assessment and feedback by Nicol and Macfarlane-Dick (2006) aims to help students become self-regulated learners, making them a more proactive part of the feedback process, they define good feedback as “anything that might strengthen the students’ capacity to self-regulate their own performance” (p. 205). In other words, good feedback can be defined as anything that helps students self-regulate their own performance.

Students have to know when their work is correct, or incorrect in order to avoid making the same mistakes again. In a study on providing effective feedback in an online undergraduate Child and Adolescent Development class with 57 students, McVey (2008) explained that good feedback provides students with a way to be more active in their learning and should provide steps on how this can be managed. However, a line must be drawn when giving feedback to avoid overwhelming the student and ensure that the feedback is, in fact, manageable. Johnston (2012) argued that the central goal of all feedback should be to “improve the future possibilities for each individual learner and for

the learning community... expanding, for every learner, the vision of what's possible [and] the strategic options for getting there" (p. 66). So students should play an active role in the feedback process, but the importance of teachers cannot be overlooked as they are critical components of an effective feedback. Comments that the teachers provide can be used to appraise forward progress, as well as to show their own understanding of learning goals and standards, therefore providing opportunities for self-regulated learning (Nicol& Macfarlane-Dick, 2006).

One way to ensure that students are more actively engaged in the feedback process is to build a positive rapport with the student and differentiate feedback according to their learning or thinking style (Rudland et al., 2013). Building relationships with the student will help the teacher in creating and promoting a safe educational environment that is more conducive for learning (Rudland et al., 2013).

In another study that examined 82 rural middle school students and 16 pre-service teachers, Thomas and Sondergeld (2015) found that if feedback is not given within a timely manner, it loses its potency and overall meaning, because if it is not students may not even be able to remember the initial learning task. Immediate feedback (given directly after a student has responded to or completed a task) works better for knowledge of facts (spelling words, math problems), but delayed feedback might be more effective on complex tasks to allow the student time for reflection and thought. Delayed feedback may occur minutes, hours, weeks, or longer after the completion of an assessment (Shute, 2007). Feedback should move students forward, clearly presenting the next steps needed to reach the goal presented (Brookhart& Moss, 2015). Feedback is recognized as an integral component of learning because it helps learners see how they are doing, where they are in the learning process, and what needs to be done next to reach the learning targets (Thomas &Sondergeld, 2015).

Another current study conducted on two groups of third year English students enrolled at Mohamed Khider university of Biskra showed that written feedback has a great effect in enhancing students' paragraphs (Zitouni ,2015).She proved that the teacher's role is important to improve students' writing level , but this purpose can not be achieved unless specific strategies of commenting, response are used .Also feedback should be presented to evaluate students' paragraphs.

2.Statement of The Problem

Writing is a difficult skill for both native and non-native speakers. Writers must take into consideration many issues as content, organization, purpose, audience, vocabulary, punctuation and spelling ,but it is more difficult for non-native speakers as they are expected to create written products that demonstrate mastery of the skill in a new language.

For the EFL learners in Algeria, writing in English is a long- term process and entails tremendous efforts .

Providing feedback is one of the most important tasks for foreign language teachers because the type of feedback they give will undoubtedly determine how their learners approach the writing process, consider feedback, and revise their writing.

However, most of the students ignore teachers' feedback on their writing . For students feedback means nothing but a criticism and an underestimation to their writing abilities. They never look at its positive side .Feedback can improve their writing abilities. In fact, the appropriate and motivating way of giving feedback could make students use it .In other words, giving feedback before final draft could be very beneficial in improving students' writing skills ,but some teachers give feedback on final drafts only, and sometimes, it takes them a long period to return the papers so that students lost interest in whatever comment made. Consequently, many students just ignore feedback.

Teachers should continuously provide insightful, instructive, encouraging, and effective

feedback on different aspects of students' writing (form and content).

3. Aim of The Study

The general aim of this study is to investigate the effect of teachers' written feedback on students' writing , it also aims to examine teachers' practices including the kind of instruction they give and their different conceptions of feedback. Moreover, it aims to highlight the importance of using feedback in writing skill in case of EFL learners, and seek successful ways to demonstrate that feedback is a strategy that can enhance the writing proficiency of EFL learners .The current study also aims to investigate students' reaction to teachers' feedback.

4. Research Questions

This study attempts to answer the following questions:

1. Are teachers and students aware of the importance of teachers' written feedback?
2. What strategies do teachers use to make students better consider the provided feedback ?
3. Would student's performance in writing be improved once constant feedback is provided ?

5. Research Hypotheses

The present research is based on the following hypotheses that will be verified through this study :

- Both teachers and students are aware of the importance of feedback .
- Teachers use some strategies to help students consider well their feedback such as giving feedback before the final draft to encourage students work , in this case feedback is taken into consideration and it triggers students' repair mechanism which, in turn, increase their ability to work better . Another strategy is using grades and praise to encourage students consider teachers' feedback .

- After giving feedback EFL learners writing will improve .

6. Research Methodology

This research is conducted through the descriptive method, to gather data two research instruments will be used: a teachers' interview and a students' questionnaire . The interview is addressed to English teachers at Guettouche Khalifa secondary school. It enquires about their writing practices and feedback-related matters including their definition of feedback, the type of feedback they give, and the way students respond to it. The questionnaire was distributed to third year students at the same school obtaining viewpoints about writing skill, the teachers' written feedback , and the importance of providing written feedback before final drafts as a technique to make students respond to it and help them improve their writing product.

7. Structure of The Study

This research is divided into two main chapters. The first is theoretical and it is made up of two parts , part one provides insights into the writing skill in general. It includes definition of writing skill , its importance , the process of writing, its stages, approaches to teaching writing and the teachers' role in the writing process. The second part deals with issues about the notion of feedback, it includes the definition of feedback, its criteria ,its importance, types of feedback , strategies of providing written feedback , teachers' written comment and students' views and responses to teachers' feedback.

The second chapter is also composed of two parts. It is devoted to the description of the research methods and procedures used and the analysis of the results obtained from the teachers' interview and the students' questionnaire. So, chapter two includes a description of the nature of the study, research approach, population and sample of the study. It also includes a description of the data gathering tools and data analysis procedures

followed by a detailed analysis for teachers' interview and students' questionnaire. Finally relying on the findings of this research a set of recommendations and suggestions on feedback is provided.

Chapter One: Feedback and The Writing Skill

Introduction

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2.6. Teachers' Feedback and The Writing Skill

2.7. Students' Views of Teachers' Feedback

Conclusion

Introduction

Writing in a foreign language is one of the most difficult tasks. Therefore, to achieve an acceptable level of writing, students have to make efforts and practice writing some genres like paragraphs, essays, et...., in order to develop their writing performance., they will experience different steps and attempts in order to reach the final piece of writing.

One major area of writing instruction which is considered as a key factor of improving the writing skill is teacher's written feedback. Thus, to meet the parallel between writing and feedback on it, this chapter is divided into two parts. The first part represents the writing skill in the EFL classroom, including writing definition, its importance, the writing process, followed by the writing stages, the major approaches of teaching it, and the teachers' role in this process. The second part includes a definition of the term feedback, followed by the criteria of effective feedback and its importance, the different types of feedback, strategies of providing written feedback, teacher's written feedback and how it is perceived by students.

Section One: The Writing Skill

1.1. Definition of Writing

For many years, the only definition that people could give for writing was the use of symbols and graphs to report speech. A skilful writer, then, was one who had a beautiful hand writing as described by Castairs (1816, p. 12)

When writing is well performed, it gives a beautiful and pleasing effect to the eye and may not improbably be considered in two respects, as it proceeds from the eye and the hand; from the one we have size and proportions; from the other boldness and freedom.

However, although the general definition of writing includes the use of graphs and symbols, writing is not limited to this narrow definition it also refers to the process through which a piece of writing is formed and produced. That is to say, learning the writing system of the second language is a basic necessity because some L2 writers whose language system is different (e.g. Arabic to English), will face some difficulties while writing. In fact, L2 writers bring many things to the writing task than the use of graphic codes to express meanings.

Weigle(2002) claimed that writing as project in itself is unquestionable, such a description draws the layout for a serious controversy. Writing can be totally independent skill and should be seen as “a developmental task which can be conceived as a performance made up of a series of lesser skills, one built upon another”(LiWaiShing, 2000,p.49).

Grabe and Kaplan (1996) viewed writing as the process a writer goes through to produce a meaningful text. They approach writing from the rhetorical triangle: the writer, the audience, and the text itself. The writer is the text producer; the audience is the reader or the recipient of the written product of the writing process; the written text is the result of some cognitive activities the writer processes, and the meaning of any written text, in their opinion, can be achieved by considering these three aspects (the three angles of the rhetorical triangle) altogether.

For Flower and Hayes (1981, p.366) writing is “a set of distinctive thinking process which writers orchestrate or organize during the act of composing”, in other words, writing is mental process in which the writer follows certain steps and stages in order to produce any piece of writing. Moreover, writing is regarded as a complicated skill to be learnt or taught and that’s due to the fact that it is not a simple cognitive activity; rather it

is believed to be a complex mental production which demands careful thought, discipline and concentration.

Being the most difficult and complex skill to be mastered by EFL students, Numan (1989, p. 36) claimed that: “writing is an extremely complex, cognitive activity for all where the writer is required to demonstrate control of a number of variables simultaneously”. This means that, when writing the writer has to take into consideration many aspects such as content, sentence structure, vocabulary, punctuation and spelling, organization , he also must be able to integrate information into coherent paragraphs and essays.

1.2.The Importance of Writing

Many people face problems in expressing themselves orally, as a result, they use written language. For them, writing is considered as the best way to express their thoughts, ideas, emotions, opinions...etc. In fact, writing does not only mean to copy words on a piece of paper, it is also an effective way to communicate. For example, many people spend a great amount of time everyday communicating via words using emails, letters, and tweets.

Writing is an important skill in teaching and learning. According to Hyland (2003, p.119): “Many tasks require students to take control over the spoken and written language they produce, typically by collecting data for writing, negotiating with teachers and peers on how to carry out assignments, and interpreting the meaning of task”. In other words, writing can be seen as one of the main ways students can use to establish a coherent social reality through engaging with others.

Most of the exams depend on students’ writing proficiency in order to measure their knowledge, so having a good writing skill will increase their success chances. Students will probably write reports and research paper that is why they must have a good level in writing because if their writing is not good or badly structured, it might be misunderstood

or interpreted by the reader. In fact developing writing skill will help students to learn how to express ideas, organize thoughts, and share information, it will also prepare students for their future employments which need this skill. As a writing teacher, he or she has to know the basic elements of writing and teach them to students.

In addition, Raimes (1983, p.3) illustrated the importance of writing in three main points: first, writing improves students' linguistic knowledge such as increasing their grammatical structure, expressions, idioms, and vocabulary. Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when students write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

1.3.The Writing Process

Writing is a vital part of language learning, it is basically a reflective task that requires enough time to think about the specific topic and to analyze and classify any background knowledge. In other words, writing is a difficult task that take much time as stated by Elbow "There is no hiding the fact that writing well is a complex, difficult, and time-consuming process" (1998, p. 3). Elbow also said that writing requires two different skills which are creating and criticizing. Creating is the ability to create your own words and ideas while criticizing is the ability to criticize those words and ideas in order to choose which ones to use. These two opposite processes can work best when separating them. In other words, first you need to write freely and uncritically so that you produce many words and ideas; then you need to revise critically what you have written to decide which ones are the most appropriate. (1998, p.7)

If we can analyze the different elements that are involved in a writing task , we can help students to work through them, become conscious of them, and use knowledge

appropriately in their own writing. Then writing will be much easier through tackling one by one the elements which determine what we write down. And the list of the elements suggested by an experienced teacher of writing (Brooks & Grundy, 1991, p.7) as follows:

- ✓ Deciding what to say.
- ✓ Thinking about beginning.
- ✓ Thinking who we are writing for.
- ✓ Thinking in our purpose in writing this particular piece.
- ✓ Thinking about the way it should be set out on the page.
- ✓ Deciding on the order in which we put our ideas.
- ✓ Deciding on paragraphing and sub-headings.
- ✓ Giving it a title.
- ✓ Deciding where to put capitals, underlining, italics, quotation marks and other punctuation marks.
- ✓ Spelling.
- ✓ Choosing the appropriate words to convey meaning.
- ✓ Finding the best word.
- ✓ Writing grammatical sentences.
- ✓ Reading what we have written to see if it reads well.
- ✓ Reading what we have written with another reader.
- ✓ Deleting, adding or changing the text to suit the reader.

1.4. Stages of Writing

The writing process is made up of several stages, Each of these have to be taken into consideration by the teacher when planning the writing activity.

1.4.1. Planning

Good writers plan what they are going to write. Before starting to write or type, they try to decide what they are going to say, so prewriting or drafting is the stage in which writers generate and organize their ideas into a plan before they start writing . For some writers this means making detailed notes. For others a few words may be enough. Still others may not actually make any preliminary notes at all since they may do all their planning in their minds.

When planning, writers have to take into consideration three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the language they use, but also the information they choose to include, Students should know the message they want to convey, they should be aware of their purpose (what they want to achieve through their writing,). Secondly, students should consider their audience/reader , since this will influence not only the shape of the piece of writing (how it is laid out, how the paragraphs are structured), but also the choice of language- whether for example, it is formal or informal in tone. Thirdly, writers have to consider *the content structure* of the piece- that is, how best to sequence the facts, ideas, or arguments which they have decided to include. (Harmer, 2004,p.04)

According to D'Aoust (1986), (as cited in Oskourt,2008,p.94), prewriting activities are the key to generate ideas and plan what to write:“Prewriting activities generate ideas; they encourage a free flow of thoughts and help students to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process” . This generation of ideas can be achieved through brainstorming, free writing, asking questions, listing, visualizing, etc.

1.4.2. Drafting

Writing or drafting is the stage where real writing takes place, in this stage writers move from the abstract (ideas) to the concrete (written text).White and Arndt Suggested that drafting is the stage where “the writer passes from the ‘writer based’ writing to the ‘reader based’ writing in which the concerns of the reader should now begin to assume more significance.”(1991,p. 99). In other words, the audience analysis that writers have done in the previous stage prepares them to decide on what they should or should not include to meet their reader’s needs and expectation.

1.4.3.Editing (Reflecting and Revising)

After writers have produced their first draft they then, usually, read through what they have written to see where it works and where it does not. maybe the order of the information is not correct, or the way something is produced is not clear or confusing. They may then change the paragraphs’ order or write a new conclusion . They may use different forms of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

When it comes to checking a piece of writing, we depend on different styles of reading. When the writer reads to extract information, he ignores the smaller details in

order to focus on the general meaning. But when he reads to check the mistakes and errors , these details become extremely important.

Writers should read through the piece of writing at least twice, looking at it in different ways. The first time the writer reads through his work and skim it quickly to make sure it is properly organized and succeeds in achieving its aims. After that the writer can *proofread* his piece of writing for spelling mistakes and inconsistencies in grammar or punctuation. {Brooks, Marshall, 2004,p.220}

During reflection, writers may re-read the sentences they have written or look back at their original plan and think about how to express the next set of ideas. After writing a part of the draft, they may then review the text and ask themselves questions such as: “is my argument expressed clearly ?” or “does my reader have to make conceptual leaps in order to follow me?” “are any sections repetitious and can they be missed out?”, and “do I need to arrange any sentences?”

In this way, addition, deletions, and rearrangements can be made in order to improve the piece of writing, so students have to reconsider some prewriting decisions and make some changes concerning both form and content of their first drafts: they may also reformulate ideas and structure; correct lexical, grammatical, and syntactic errors; write new ideas; etc.

1.4.4. The Final Version

Once the writer finishes editing his draft, makes the necessary changes he considers, he produces his final version. This may be totally different from both the original plan and the first draft, because some things have changed in the editing stage. The writer is now ready to send the written text to its intended audience.

In sum, we might represent these stages of writing in the following way: planning- drafting- editing- final draft. But , there are two reasons why this diagram is not

satisfactory. In the first place, it tells us little about the important of each stage as it also misrepresents the way in which the majority of writers produce written texts. The process of writing is not linear, as indicated above, but rather *recursive*. This means that writers plan, draft and edit but then re-plan, re-draft, re-edit. Even when they write what they think is their final draft they may find themselves changing things again and re-planning, re-drafting or re-editing.

We need to represent the aspects of the writing process in a different way, therefore; *the process wheel* clearly shows the possible directions (forwards, backwards, up, or down) that writers can take in order to get the final version. That is to say, the final version of the text cannot be really final only when the process reaches its peak. (Harmer, 2004)

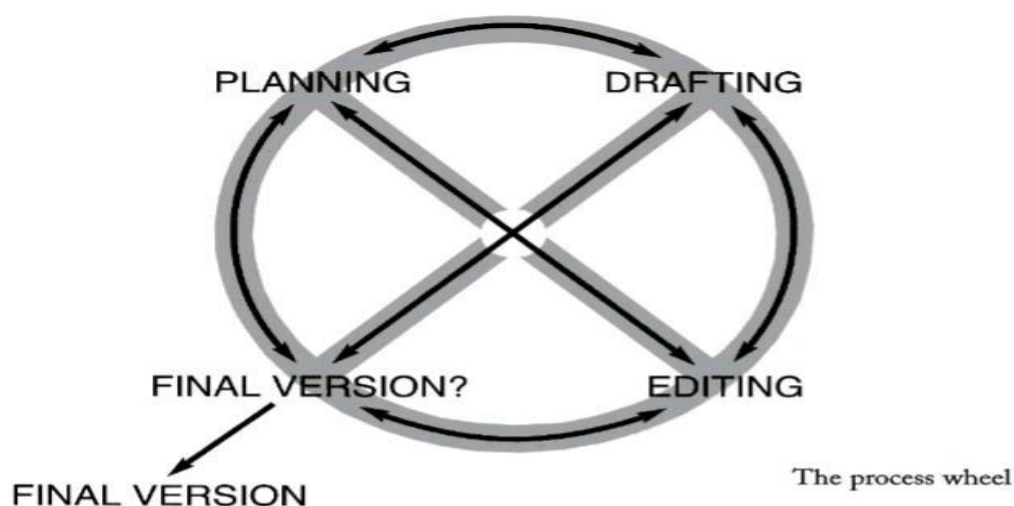


Figure 1 . The process wheel (Harmer, 2004, p. 6)

1.5. Approaches to Teaching Writing

Writing is a difficult skill for both native and non-native speakers. Richards and Renandya (2002, p. 303) claimed that "There is no doubt that writing is the most difficult skill for L2 students to master", and Nunan(2000,p.271) stated that it is an enormous challenge to produce "a coherent, fluent, extended piece of writing" in a second language. Thus, the fact that developing the writing skill is not an easy task imposes the idea that

teaching such a skill is not easy, either. Therefore, many ESL/EFL theorists, researchers, and teachers have been trying to find the most effective theories, approaches, and models of teaching L2 writing.

Over the past decades, a number of different approaches for teaching writing have been formed in order to help students learn such an important skill. Each approach described writing in a different way from the other. In teaching writing, we can focus either on the product of that writing or on the writing process itself. Focusing on the product means we are only interested in the aim of the task, whereas focusing on the process of writing means we pay attention to the various stages that any piece of writing goes through. Other approaches focus on other elements such as purpose and audience.

1.5.1. The Product-Oriented Approach

Teaching writing through this approach demands the establishment of habit formation and imitation. Students are asked to imitate given texts, models, or exemplars that constitute good writings in their teachers' views (Coffin et al 2003) in order to give them insights into how to correctly arrange words into clauses, clauses into sentences, and sentences into larger discourse units (Hyland, 2003). The focus then is on final draft to make sure that students achieve language fluency. This approach focuses on accuracy and correctness of the produced text. Silva (1990,p.3) points out that:

- The writer is simply a manipulator of previously learned language structures.
- The reader is the ESL teacher in the role of editor or proof reader, not especially interested in quality of ideas or expressions but primarily concerned with formal linguistic features.
- The text becomes a collection of sentence patterns and vocabulary items.

This approach (also called text-focused approach) neglects the writer's ideas, thoughts and intentions, and the various stages of the writing process. The teacher's role is limited

to be the spotter of errors, the source of directives and rigid rules, the corrector of final drafts. The main pedagogical activities used in such an approach, as suggested by Hyland (2003) range from fill in the gaps, substitution, and reordering exercises to imitation of parallel texts and writing from tables and graphs.

1.5.2. The Genre-Oriented Approach

This approach focuses on “teaching particular genres that students need control of in order to succeed in particular settings”(Paltridge, 2004,p.1). Attention in this approach is given to formal discourse characteristics of texts and the particular contexts in which these texts are produced. the writer’s aim is to achieve the same communicative purpose or function achieved by other texts belonging to the same genre. Hence, the writer is the producer of a text whose language and form adhere to the audience (the community) for which it is written; the reader is a member of this community not necessarily the teacher whose reaction to the text determines whether or not this text’s function has been fulfilled. The teacher’s role is limited to the correction of grammatical errors.

1.5.3. The Process-Oriented Approach

This approach focuses on the writer as the text producer and the process he goes through to generate this text. The text form is not neglected but it is not the primary concern. The main concern in this approach is the different stages of the writing process.

The process approach is defined by Tribble (1996,p.39) as” an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models”. That is to say, this approach provides learners with such way to think about writing in terms of how the writers approach the writing activity moving through different stages of writing instead of in terms of how the final drafts look like. Therefore it offers the writers opportunities to improve their writing through providing effective feedback and giving

enough time for revisions. The main pedagogical techniques employed in a process-oriented class, as suggested by Hyland (2003), include: brainstorming, planning, multiple drafts, peer collaboration..., etc

1.6. The Teacher's Role in The Writing Process

One of the most questionable issues is the role of teachers in improving students' writing skill, in the product and genre approaches the teacher's role is limited to be the spotter of errors, and the corrector of final drafts, but in the process approach the teacher's role shifts to be a facilitator of the learning-to-write activity as argued by Hyland "The process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task." (2003, p. 10). In the book '*How to Teach Writing*', Harmer (2004) pointed five roles for writing teachers: demonstrator, motivator, supporter, responder, and teacher as evaluator. The two are grouped under one category 'feedback provider', Harmer believed that (2000, p. 261)

Giving feedback on writing tasks demands special care.

Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

However, teacher's role can not be limited to correcting students' errors and facilitating the writing process. According to Harmer (2004, p.330) when the teacher asks students to write, he has three major roles: a motivator, a resource, and a feedback provider.

First, as a motivator, when the teachers give a writing task, they have to motivate the students, create the right conditions for the generation of ideas, persuade them to do some

activities, and lead them to make much efforts as possible as they can. Second, as a resource, the teachers have to be ready to supply information and language when it is necessary. They need to offer advice and suggestions in a constructive and tactful way. In other words teachers should be ready to share their background knowledge with their students .Finally , as a feedback provider, the teachers have to respond positively and encouragingly to the content of students“ writings. In addition, they need to offer corrections and suggestions based on what students need at a particular level.

Section Two: Feedback on Writing

2. Feedback

2.1. Definition of Feedback

Feedback is considered as an essential technique in language learning that teachers highly appreciate and use in order to evaluate students' writing skill. In this sense, many definitions of this technique are provided. For Ur "Feedback is information that is given to the learner about his/her performance. Some examples in language teaching: the words: "yes, right!" said to a learner who has answered the question; a grade of 70% on an exam; a raised eye bow in response to a mistake in grammar; comment written in the fringe of an essay" (1996, p.242). Thus, feedback is a source of information about the students' writing to make them aware of their weaknesses and strengths.

Moreover, Duly, Burt and Krashen (1982, p.34 as cited in Maarek, 2009) defined feedback as follow "feedback generally refers to the listener's response given to the learner's speech or writing". This means that feedback is the reaction of the receiver towards what have been said or written by the students. The same idea presented by Freedman (1987, p. 5) who defined feedback more precisely stating that it "includes all reaction to writing, formal or informal, written or oral, from teacher or peer to a draft or final version" this means that, any reaction that addresses the students' writing is feedback.

According to Drown feedback occurs when "the output of a system becomes an input to the same system causing the system to respond dynamically to its previous products" (2009, p. 407). That is to say, feedback does not occur randomly, but it is rather part of a complicated system of other subsystems which are interrelated and influenced by each other. This system is made up of the feedback producer, the feedback itself and the feedback recipient. In relation to the learning context, Drown (2009) views feedback both as a response to learners' performance, oral or written language, and as an indicator of

how successfully an objective of the teaching learning activity has been accomplished. Feedback, then, allow learners to enhance their comprehension quality and promote knowledge execution and skill.

Feedback is essential part in teaching and learning process. It is a way of correcting learners' errors. Therefore, learners do not make those errors again and try to improve their writing proficiency. So the main purpose of giving feedback is to enhance pupils' written production Sommers (1982) states three main purposes for which teachers provide feedback on writing:

- To inform writers as to whether their written products have conveyed their intended meanings;
- To give the student writer a sense of audience (their interests and expectations) and make them ameliorate their writings accordingly.
- To offer students an impetus for revision, for without comments from a critical reader, writers will feel no need to revise thoroughly if they ever think about revision

2.2. Criteria of Effective Feedback

Teachers should take into consideration some aspects while they are providing feedback. So for feedback to be effective and meet the desirable purposes it should be regarded upon with certain aspects which can be categorized as: timely, specific, understandable, and actionable(Frey and Fisher 2011)

2.2.1. Timely

Timely feedback has an important effect on the students' performance. According to Brookhart (2008, p.10-11) Teachers ought to give feedback during students engagement in their current tasks, so that they have the opportunity to integrate it in their future production, which will enable them to improve their abilities to deal with future projects.

Similarly, Iron (2008, p. 23) claimed that «if the students do not get the feedback soon enough, then feedback is less likely to be perceived to be useful for their ongoing studies». This means that as soon as the feedback is provided, the more effective it could be.

Moreover, Banger et al, (1991 as cited in Frey and Fisher, p.71) stated that “feedback is more powerful when it is linked as closely as possible in time with student performance”. In other words, feedback will be more useful and impactful when it is provided while students are still mindful of the topic, or perform. Below an example of good and bad timely feedback provided by Brookhart, (2008, p.11)

Example of good feedback timely	Example of bad feedback timely
-Retuning a test assignment on the next day.	-Retuning a test assignment two week after it is completed.
-Giving immediate oral response to questions of fact.	-Ignoring mistakes or misconceptions
-Providing flash cards for studying facts.	-Going over test or assignment when the unit is over and there is no opportunity to show improvement
-Giving immediate oral response to students' misconceptions	

Table1.

Examples of Good and Bad Feedback Timing (Brookhart, 2008, p.11)

2.2.2. Specific

In order to make feedback more usefuf , impactful, and achieve its full potential, teachers should provide clear and precise feedback. Brookhart (2008, p.33) stated that “deciding how specific to make your feedback is a matter of the Goldlocks principle: not too narrow not too barrow, but just right.” This means that constructive feedback has to be firm, precise and specific .Therefore students will be able to recognize how was their performance and what needs to be done next. Moreover, Frey and Fisher (2011) believed that if the feedback is not clear, students will not understand what they are going to do and

they will not connect between how they do the task and what they are supposed to do in the future. However, if the feedback is specific, students understand what they should do and on what they concentrate in the future and this gives them opportunities to enhance their performance.

2.2.3. Understandable

The main focus of this aspect is the way of delivering feedback which is considered as important as feedback itself. Iron (2008, p.23) stated that “feedback should be understandable and communicated in such way as to enable students to use the feedback to help in achieving the learning outcomes or reaching the required standard”. In other words, teachers must use an understandable language (taking into consideration student’s level) as their students’ in order to facilitate the learning process. In the same vein, Frey and Fisher (2011, p.73) argued that “the student probably is not going to learn despite the time that the teacher has put into providing feedback”. Which means that if the feedback is shallow, the students will not understand the writing process; therefore, causing a lot of difficulties to them in terms of production in their future performances.

2.2.4. Actionable

It is agreed that feedback can affect students either positively or negatively. Therefore, it affects students’ personal feelings which, in turn, affect their engagement in the learning process (Juwah et al, 2004). As a result, actionable feedback does not concentrate only on naming or identifying what needs to be improved but also offering a plan of action to make the necessary improvements possible. (Frey and Fisher 2011, p.76)

2.3.The Importance of Effective Feedback

Feedback is a vital part of effective learning since it helps learners understand the course being dealt with and give them a clear plan on how to improve their performance. This means that, when students have an idea about their learning progress, they can focus on the elements that needed more attention, further it highlights students' strengths and weaknesses. Effective feedback has a lot of benefits among them:

- It encourages the learner to continue his learning especially when he knows that his Productions results are correct.
- If the learner production do not achieve the objectives of the learning task , he will take into considerations that he is the only responsible for his performance thus he should do better in the next time.
- It shows to the learner his learning progress and to what extent he has developed the written performance. A learner will be given an opportunity to know his main weaknesses and to look for possible remedies to get a better performance.
- It provides the learner with additional information in order to support, enrich, and encourage the learning process.

2.4.Types of Feedback

Teachers may respond to students' writing in different ways according to the kind of the writing task and the kind of misunderstanding or mistakes they make . Therefore, teachers' responses can take different types of feedback. Keh (1990, p.01) distinguished three types of feedback which are the following: teacher-student conference, peer feedback, teacher written feedback.

2.4.1. Teacher-Students' Conferences

This type of feedback (also referred to as oral or face-to-face feedback) is regarded as a suitable way of responding to students' writing in EFL classes because it creates a good to discuss explanation and needs. It is defined by Hyland & Hyland as "an approach lauded by L1 researchers as a dialogue in which meaning and interpretation are constantly being negotiated by participants and as a method that provides both teaching and learning benefits." (2006, p.5) benefits. That is to say, conference can be defined as a negotiation or discussion that takes place between the students and the teachers in order to facilitate the learning process.

Conferencing as claimed by Hyland not only opens the door for teacher-student interaction but it goes further to offer teachers insights into their students' needs and problems, it also gives these students opportunities to negotiate meanings and clarify ambiguities. For a writing conference to be successful, writers must not be passive recipients but they should be active participants in such a conversation as well. This can be achieved by giving them a chance to discuss, negotiate and ask questions about the different aspects of writing in order to know their points of strengths and weaknesses Hyland (2003, p.192).

Therefore, this type of feedback creates more opportunities for real discussion between students and teachers in which teacher can know more about students' strength and weaknesses in writing. Additionally, conferencing is an important type of feedback, which can be applied by teachers to help learners to improve their learning.

2.4.2 Peer Feedback

This type of feedback may be referred to using different terms such as peer review, peer editing, peer evaluation, or peer responses. However, all these terms refer to the same process which involves a kind of cooperation between students where they evaluate each other's work. Liu and Hansen (2002), (as cited in Yogandhar, 2015, p. 26), defined it as:

The use of learners as sources of information and interactions for each other is such a way that learners assume roles and responsibilities normally taken on by formally trained teacher, tutor, or editor in commenting on and criticizing each other's drafts in both written and oral formats in the process of writing.

In other words, peer feedback is a process which emphasizes peer students' role in the process of writing peer correction that is used among students in which students receive feedback about their writing from their mates, this type of feedback not only helps students improve their writing skill but also raises their awareness of the readers' needs and expectations.

Mahili (1994) believed that the idea of students evaluating each other's work could be very effective, it contributes to writers' recognition of different aspects of good writing including grammatical and lexical accuracy, good content, ideas development, and clarity in writing. For her, this type of feedback is of great use since it offers writers the chance to see their writing through the readers' lens. Peer editing further initiates students to self-criticism and enables them to explore other writers' products and become more aware of their own weaknesses.

In an education context, peer feedback is considered as an effective process which increases motivation among students. In this way, Harmer (2004, p. 115) stated that: "it has

the advantage of encouraging students to work collaboratively. It gets round the problem of students' reacting passively to teachers responses which are taken as commands to be obeyed". That is to say, peer feedback also increases students' motivation, makes them more responsible and more confident through giving them opportunities to explore each other's works. Furthermore, Hyland (2003, p.199) has provided advantages and disadvantages of the peer feedback in the following table

Avantages	Disadvantages
-Active learner participation	- <i>Tendency to focus on sure face forms</i>
-Authentic communicative context	-Potential for overtly critical comments
-Non judgmental environment Alternative and authentic audience	-Cultural reluctance to criticize and judge
-Writer gains understanding of reader needs	-Students unconvinced of comments' value
Reduced apprehension about writing	-Weakness of readers' knowledge
-Development of critical reading skills	-Students may not use feedback in revisions
-Reduces teacher's workload	-Students may prefer teacher feedback

Table.2:

Advantage and Disadvantage of Peer Feedback (Hyland, 2003, P.199)

2.4.3. Teachers' Written Feedback

Another way of responding to students' written products is written comments (written feedback, written commentary). In EFL classes this type of feedback considered as the most common feedback delivering method for teachers and the most expected and welcomed by students which contribute to the overall improvement of students writing at the level of form and content .

According to Mack (2009, p.1) written feedback can be defined as “any comments, questions or error correction written on students’ assignments. These written comments can range from questions about the author’s intended meaning, praise for an interesting idea, grammar mistakes, corrections, and finally explicit corrections”. That is to say, written feedback refers to any comment or correction that teachers provide on students’ work in which a teacher reacts to the ideas in print, and assesses a student’s strengths and weaknesses, and provides some directions, guidance and suggestions for better improvements.

However, providing such comments is a challenge for teachers since they have to address a number of issues such as, motivating students to revise and rewrite their draft using the feedback, targeting areas of weakness in students’ productions, and making students understand and incorporate teachers’ suggestions in their writings. In this respect, Sommers (1982) argued that:

The challenge we face as teachers is to develop comments which will provide inherent reason for students to revise; it is a sense of revision as discovery, as a process of beginning again. We need to show our students how to seek, in the possibility of revision, the dissonances of discovery- to show them through our comments why new choices would positively change their texts, and thus, to show them the potential for development implicit in their writing. (1982, p.156).

Some researchers suggested a list of issues that teachers need to focus on when commenting on students’ writing, Hyland (2003,p.3-18) introduces a list that include six main foci of teacher written feedback which are: focus on language structures, focus on text functions, focus on creative expression, focus on writing process, focus on content,

and focus on genre. However, Harmer (2004) suggested only two foci responding and correcting. Responding is based on the fact that the main concern of feedback is not primarily the accuracy of students' performance, but it is the content and design of their writing. Correcting, by contrast, is limited to an indication of what students fail to perform in different language aspects such as, grammar, syntax, punctuation etc. For correcting to be effective, Ferris (2003) argued that teachers need to consider three factors: first, students should be made aware of the significance of correction in the process of writing; second, correction should be selective and focus on the most frequent errors rather than single ones; and third, feedback should be provided on preliminary drafts than final drafts.

2.5.Strategies of Providing Written Feedback

There are different methods of providing written feedback and these methods vary from one teacher to another . Therefore; teachers should select the appropriate type of written feedback which is more suitable for teaching as well as more effective for their students' improvement . In line with this, Ellis (2008) has identified six types of written feedback.

Written Corrective Feedback Types	Descriptions
Direct CF	-Refers to highlighting the errors and providing the correct forms to the learners. That is, the correct form is given in place of an incorrect form.
Indirect CF	- Occurs when an error is indicated but the correct form is not given. There are two types of indirect CF: 1) Indicating only is when an error is noted, such as in the margin, but the exact location is not provided. 2) Indicating the specific location is when the error is underlined or given specific reference.
Meta- linguistic Feedback	-Occurs when the writer is given a linguistic clue of the error. This can take two forms: 1) The use of abbreviations or error codes. 2) A brief grammatical explanation usually given at the bottom of the text or on an attached form
The focus of the feedback	-Feedback can take a variety of forms in the way it is given, such as the level of focus. 1) Focused feedback occurs when a limited number of language features are concentrated on. 2) Unfocused feedback occurs when many or all language features are addressed feedback
Electronic	-Electronic feedback occurs via computer mediated methods when a hyperlink is used to indicate an error has occurred.
Reformulation	-Reformulation occurs when a first language user rewrites or reformulates the targeted second language learners' text.

Table3:
Types of written feedback (Ellis ,2008 cited in Farjadnasab and Khodashenas,2017)

2.6. Teachers' Feedback and The Writing Skill

Teachers' feedback is one of the main research topics in the field of foreign language teaching which has attracted the attention of many researchers in the recent years and this due to its significant role in language learning in general and writing skills in specific.

Teachers' written feedback is an effective part in EFL writing classes ,since it helps students learn how to write, encourages their writing and builds their confidence as writers . Moreover ,K. Hyland & F. Hyland (2006, p.103) claimed that: “perhaps the most effective written feedback seeks to reinforce the patterns which were taught when modeling the genre so that it becomes part of the process of learning to write rather than an extemporized solution to local errors.” That is to say, effective written feedback assesses students' skills; therefore; it provides them with a plan to enhance their writing, with the same line, Penaflorida (2002) suggested that comments are very useful to students because they identify their areas of strengths and weaknesses and by knowing where they fail or their weaknesses , they will know how to improve themselves and overcome those weaknesses to become effective writers . Thus, to clarify how feedback helps students in writing skills, Sommers (1982, p.149) claimed that comments motivate students to revise their writing and do something different in the next draft , and without receiving any feedback students will think that their writing is acceptable and no need to revise it or change anything.

Moreover, Ressor (2002), (as cited in, Zitouni, 2015, p.32), stated that: “Teachers' feedback is believed to provide students with not only incentive to improve but also the guidance how to improve”, this means that teachers' feedback is a multiple strategy which not only motivate students to write, but also provide them with a plan to improve their writing . Similarly, Richard and Lokharat, (1996, p.188) believed that this type of feedback “can serve as a powerful tool to motivate students in the writing process if done

well". In other words, teachers' feedback is a very useful strategy in enhancing students' writing as well as in motivating students.

To sum up, we may say that providing written feedback is a very difficult task, but it is very helpful to improve students' writing.

2.7. Students' view of Teacher's Feedback

Due to the crucial role of written feedback on students' s productions , when teachers provide feedback to students they offer to them a forward steps to achieve certain goals , it is an important to know how students react toward their teacher's feedback. Hyland (2003, p.179) determined three different ways of reacting to teachers' in which students may either:

- Follow a comment closely in their revision (usually a grammar correction),
- Use the feedback as a initial stimulus which triggered a number of revisions
- If there is issue caused by feedback, they avoid it by omitting the problematic text.

In order to explain precisely students' attitude toward teachers' feedback. A number of studies have investigated students' reaction to teacher feedback. One example is the study conducted by Cohen and Cavalcanti (1990) who investigated nine EFL Brazilian students' responses to their teacher's commentary. The students reported that the comments they usually received were mainly form-based focusing on grammar and mechanics, but that they would prefer feedback on other aspects of writing such as content and organization of ideas. Hence, it was these researchers' belief that there should be a student-teacher agreement about the focus of feedback. Different results were shown by Leki (1986 qtd in Leki 1991) who investigated 100 students attitudes toward their teacher's error correction, Leki (1986; 1991) reports that these students wanted to receive correction on every error

they made, and that they preferred indirect feedback to direct one.

However, Ferris(2003) summarized eleven studies conducted by different researchers on EFL students from different backgrounds at different points of time (Cohen,1987; Rade & Swales,1988; Cohen & Cavalcanti,1990; Mcurdy,1992; Arndt,1993; Enginarlar,1993; Hedgock & Lefkowitz,1994; Saito,1994; Brice,1995; Ferris,1995; Hedgock & Lefkowitz,1996). Consequently, Ferris (2003:103-4) concludes that

- Students value and appreciate teacher feedback in any form (with a minority exception).
- Students in nearly all the studies expressed strong preferences for teacher feedback on language issues.
- In some of the studies, student writers also expressed appreciation for feedback on their ideas and composing strategies.
- When asked about specific types of error feedback, students seemed open to the idea of indirect correction rather than insisting that only the teacher could correct errors, and they felt that they would learn more if they collaborated with the teacher revision and correction processes...

Conclusion

To conclude, developing writing proficiency in EFL classrooms is widely regarded as an important issue. Teaching writing is therefore assuming an outstanding position in foreign language education, one way of improving this skill is written feedback. Thus, this chapter has essentially focused on presenting a general overview on the effect of written feedback on writing skill and it was divided into two parts. The first part consists of the concepts related to the writing skill including its definition, importance, the writing process, its stages, approaches to teaching writing and the role of the teacher in this process. Whereas, the second part sheds light on the concepts related to feedback including definition, its criteria, importance, types, strategies to provide feedback and students' response to written feedback.

The next chapter will be devoted to the research methodology underlying this study, and to the analysis and interpretation of the collected data followed by a discussion of the major findings and a list of recommendations.

Chapter Two: Research Methodology and Data Analysis

Introduction

Section One: Methodology

3.1.The Nature of The Study

3.2.Research Approach

3.3.Population and Sample

3.4.Data Gathering Tools

3.4.1.The Questionnaire

3.4.2.The Interview

3.5.Data Analysis Procedures

Section Two: Data Analysis

3.6.Students' Questionnaire

3.6.1.Description of Students' Questionnaire

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3.7.Teachers' Interview

3.7.1.Description of Teachers' Interview

3.7.2.Analysis of Teachers' Interview

3.8.Discussion of The Main Findings

3. 9.Recommendations

Conclusion

Introduction

After the theoretical part the research moves into the second part which is the practical one. This chapter is divided into two parts. The first part is concerned with a detailed description of the research methodology including the nature of the study, the research approach, population and sample, data gathering tools and data analysis procedures. The second part analyses the data yielded by the research instruments and presents their interpretation in the light of the research questions and hypothesis. Finally this chapter also includes some pedagogical recommendations for both teachers and students.

Section One: Methodology

3.1. The Nature of The Study

Research methods can be defined as a range of ways that the researcher uses in educational research to collect information which is considered as the pillar for deduction and interpretation. (Cohen, Manion, & Morrison, 2005)

One of the research methods that any researchers use in their studies is the descriptive method. In this method, the researcher describes a set of circumstances as they are at present without having control over variables as stated by Kothari: "The main characteristic of this method is that the researcher has no control over variables; he can only report what has happened or what is happening" (1990, p. 3).

The descriptive method also has several objectives as it is argued by Singh (2006, p. 105):

- ✓ To identify present conditions and point to present need.
- ✓ To study immediate states of a phenomenon
- ✓ Facts findings
- ✓ To examine the relationships of traits and characteristics (trends and patterns)

For the reasons mentioned before and according to the nature of our topic, we have selected this method to carry out our study. In this method, the researcher is in a state to find out how teachers' written feedback affect students ' written production .

3.2.Research Approach

While conducting our research, two of the most common research approaches are used which are quantitative and qualitative approaches.

Quantitative research includes a number of a closed-question that ends with a problem definition (Jonker and Pennink., 2005) This simply means that researchers may use a set of closed-questions by giving choices on the part of the researcher to take statistics as standards for the validation of the research. Indeed, closed-questions items may include likert scales, multiple choice, rank order items, or even rating scales. Jonker and Pennink. (2005) point out that on this approach the hypotheses may play an important role which means hypotheses here express theoretical expectations that will be confronted with the empirical results gathered during the research activities.

Whereas , in qualitative approach the researcher is concerned with the subjective assessment of attitudes, opinions, beliefs, and behaviours. Mackey and Gass (2005) define qualitative research as a research which is based on descriptive data that does not make use of statistical procedures. In other words, a qualitative research often seeks to find out opinions and views about the research topic to measure the validity of the research.

The main characteristic of qualitative research is that the researcher works on the basis of open questions which give to the participants a flexible space to express their own opinions and views. Moreover, according to Jonker and Pennink (2005), qualitative research is based on the fact that knowledge about reality can only be obtained through, 'the eyes of someone else'. All this may enable the researchers to validate their researches.

To sum, the appropriate approach to use in this research is a combination of quantitative and qualitative approach . The quantitative approach is reflected by the use of students' questionnaire where data is generated in the form of statistics whereas the qualitative approach is represented by the use of teachers' interview

3.3.Population and Sample

Population is defined as “any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken” (Richards & Schmidt, 2002, p. 443). In any research, studying the whole population is impossible, thus, the researcher should select a sample to represent the whole population.

A sample means “a subset of the population that is selected for particular study, and sampling defines the process for selecting a group of people, events, behaviors, or other elements with which to conduct a study” (Grove, Burns & Gray, 2013, p. 44).

There are several kinds of samples: first, random sample where each member has the same opportunity to be chosen. Second, stratified sample in which the population is divided into several groups and a selection is taken from each group. Third, representative sample that has a good representation of the population. Moreover, prospective sample which is selected carefully without randomizing. Finally, convenience sample that is selected from available subjects. (Richards & Schmidt, 2002)

The target population in the current study is third year students at Ghuettouche Khalifa secondary school for the academic year 20 19/20 20. The sample of this study is 30 students who have been selected randomly . In addition to an interview addressed to four English teachers at the same school.

3.4.Data Gathering Tools

There are various techniques of collecting data such as the observation, the interview, the survey, and the questionnaire. In our research, we have selected two research tools which are a questionnaire addressed to third year students and an interview which was addressed to four secondary school teachers .

3.4.1.The Questionnaire

A questionnaire is a data collection instrument designed to meet specific, needed information. It can collect data more than any other instrument because all the informants receive the same questions in the same form. The questionnaire is a data collection tool that is quite common among educational researchers especially when the sample is large. It is argued that “A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms” (Kothari, 1990, p. 100). The researcher has to give the questionnaire to respondents who are supposed to answer, and each respondent has to respond by his/her own. As any other tool, the questionnaire has several advantages which Kothari states them as follow:

- ✓ There is low cost even when the universe is large and is widely spread geographically.
- ✓ It is free from the bias of the interviewer; answers are in respondents' own words.
- ✓ Respondents have adequate time to give well thought out answers.
- ✓ Respondents, who are not easily approachable, can also be reached conveniently.

- ✓ Large samples can be made use of and thus the results can be made more dependable and reliable (1990, p. 101).

For any questionnaire to be a successful research tool, it needs to include certain characteristics. First, the size of the questionnaire should be kept to the smallest amount that is possible, and it should be also short and simple. Second, questions should be in a logical order moving from the easy questions to difficult ones. Additionally, personal and sensitive questions should be left to the last part of the questionnaire. The questionnaire should consist of various kinds of questions including dichotomous (yes or no answers), multiple choice questions (alternative answers listed), and open-ended questions (this type of question is difficult to analyze, thus, it should be avoided in the questionnaire to the extent possible). (Kothari, 1990)

In this research the questionnaire has been chosen as a research instrument because it does not take a long time, and it is the best way to collect data in which the informants feel confident to express themselves, they answer the questions without pressure of any one, they give the right answers depending on their personal opinion or experience and they have the opportunity to express their ideas at ease.

3.4.2. The Interview

The interview is direct research instrument (face-to-face) in the form of verbal set of questions. It is a conversation between the interviewer and the interviewee to collect reliable and valid data. So Interviews involve asking questions and getting answers from participants in a study.

There are several forms of the interview, such as: face to face, group interviewing, and others. Dawson (2002) believes that, in social research, there are many types of interviewing. The most common ones are: unstructured, semi-structured, and structured interviews. In the unstructured interview, the researcher wants to achieve a holistic

understanding of the interviewers' opinion . In the semi-structured interview, which is used in the qualitative social research, the researcher attempts to know specific information which can be compared and contrasted with information gained from other people in other interviews. Concerning the structured interviews, the interviewer may ask a set of questions with ticking boxes of responses. Very often, those latter are used in quantitative research. Through using the interview , we have attempted to explore the views, experiences, beliefs of each teacher concerning written feedback.

3.5.Data Analysis Procedures

After collecting data , we analyze them both qualitatively and quantitatively since the present study is primarily a mixture of approaches(qualitative and quantitative) . Qualitative studies are “concerned with subjective opinions, experiences, and feeling of individuals and thus the explicit goal of research is to explore the participants' views of the situation being studied”(Z.Dornyei,2007,p.38).that is to say the qualitative approach involves a short explanation of data in terms of the informants' definitions of the studied situation . Whereas, quantitative studies “quantitative research is about explaining phenomena by collecting quantitative data which are analyzed using mathematically based methods” (Muijs, 2004, p. 11).That is to say , quantitative data analysis involves the use of the description of data relying on statistics.

To analyze and present the results , we are going to calculate the percentage related to each question ,count the results obtained from the overall number of our sample depending on the descriptive method which has been described by many researchers as the most useful and effective for data collected by questionnaire and interview, since it helped us to describe, show, or summarise these data in a meaningful way(numerical analysis)

Our results will be represented through percentages .The latter will be shown in the form of tables and figures. The open –ended questions will be followed by comments

summarizing the participants' opinions ..

Section Two : Data Analysis

3.6.Students' Questionnaire

Third year students at Ghuettouche Khalifa secondary school were asked to answer questionnaire in order to discover whether teachers' written feedback help them to improve their writing production or not.

3.6.1.Description of Students' Questionnaire

The questionnaire involves 32 questions to describe all the different aspects the research involves. It includes 5 points likert scale (strongly agree, agree, undecided, strongly disagree, disagree).

This questionnaire is divided into two sections ; each section contains different questions .The first section gives us some of information about students' writing skill (From Q1 until Q15), it involves questions about students' view of the writing skill(Q1,Q2,Q3,Q4).It also includes questions about the difficulties that students may face when writing and how the teachers help them overcome these difficulties(Q5,Q6,Q7,Q8 ,Q9,Q10,Q11) . In the next two questions(Q12,Q13) students were asked whether they know and follow writing stages . The last two questions show teachers' role which means whether teachers encourage students to write or not(Q14,Q15).

The second section is concerned with the role of teachers' feedback (From Q16 untilQ32), it involves questions about students' view of teachers' feedback(Q16,Q17,Q18,Q19), it includes also questions about the main aspects that teachers focus on when providing feedback (Q20,Q21,Q22,Q23,Q24). The next questions (Q25,Q26,Q27,Q28) show how

can teachers' written feedback help students. The last three questions (Q30,Q31,Q32) indicate how students react after receiving feedback(whether they use it or not), and how teachers' written feedback affect their future production.

3.6.2. Analysis of Students' Questionnaire

Section One: Writing Skill

Question 1: I like written expression sessions

Option	SA	A	Und	SD	D
Number	0	04	0	20	06
Percentage	0%	13%	0%	67%	20%

Table04: Students' Attitudes Towards Written Expression Sessions

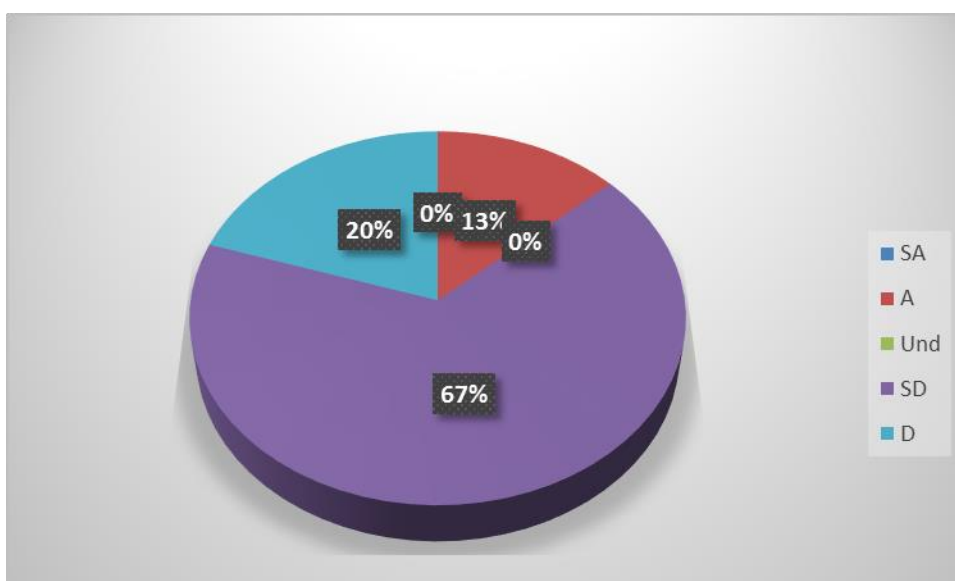


Figure2: Students' Attitudes Towards Written Expression Sessions

The table above shows that the majority of the surveyed students (67%) claimed that they do not like written expression sessions(strongly disagree). (13%) of surveyed students said that they do enjoy it. While the rest students (20%) said they do not like written expression sessions(disagree). This indicates that most of surveyed students have a negative view towards written expression sessions . Thus, we can conclude that the

majority of the students saw written expression sessions as very boring to be studied as a basic subject, since they can not express their feeling, thoughts easily.

Question 2: I think that writing is an important skill

Option	SA	A	Und	SD	D
Number	0	12	10	8	0
Percentage	0%	40%	33%	27%	0%

Table05: Importance of The Writing Skill

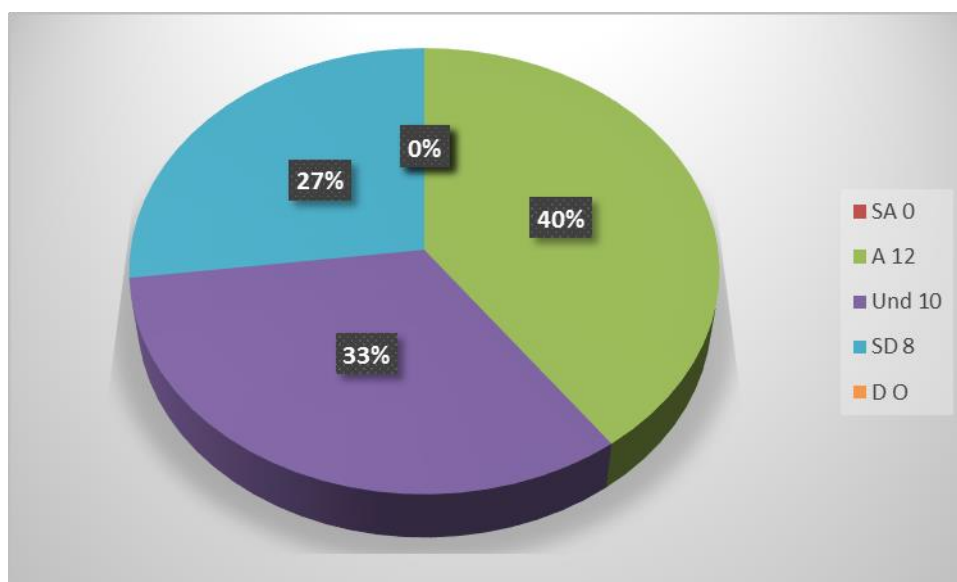


Figure3: Importance of The Writing Skill

The results presented in the table (5) displayed that(40%) of the respondent regarded writing as an important skill. However, only (27%) of students did not believe that writing is an important skill , and (33%) of students did not make their decision about writing importance. We can conclude that almost the half of students are aware of the importance of writing because it is a way to express themselves freely if they master aspects of language such as vocabulary and grammar rules.

Question 3: I feel comfortable to express myself through writing

Option	SA	A	Und	SD	D
Number	0	4	0	26	0
Percentage	0%	13%	0%	87%	0%

Table06: Students' Comfort when Expressing themselves Through Writing

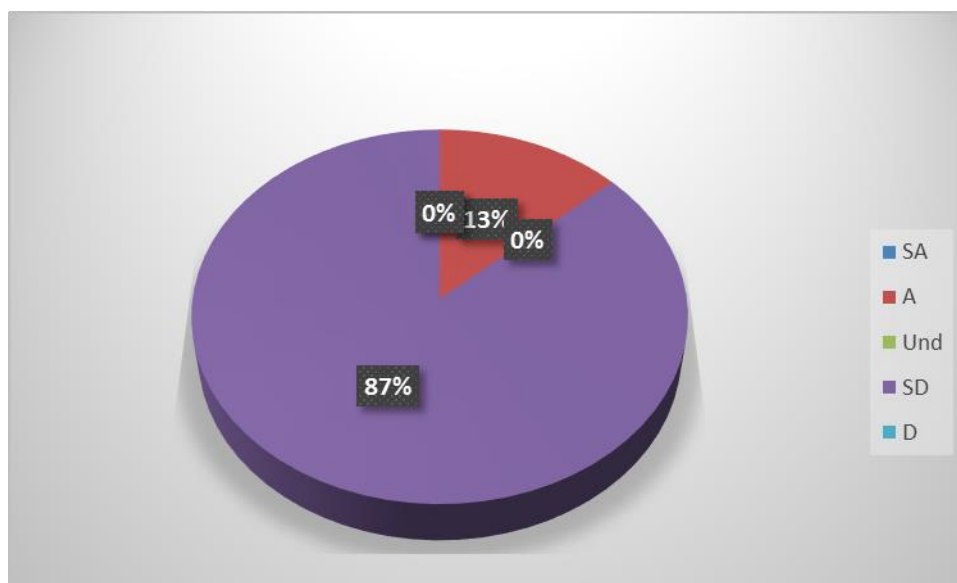


Figure4: Students' Comfort when Expressing themselves Through Writing

The table above reveals that the majority of students 87% did not feel comfortable when they expressed themselves through writing while the remaining 13% said that they felt comfortable when expressing themselves through writing. Thus, the results obtained denote that students do not see writing as a good way to express ideas and thoughts freely.

Question 4: I think that writing is a difficult activity

Option	SA	A	Und	SD	D
Number	25	0	0	0	5
percentage	83%	0%	0%	0%	17%

Table07: Students' View of The Difficulty of The Writing Skill

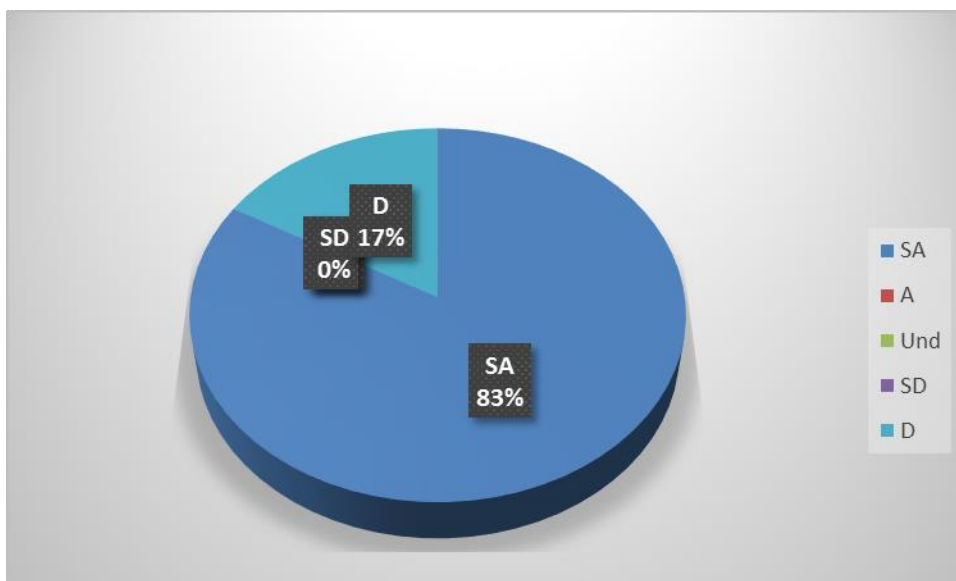


Figure5: Students' View of The Difficulty of The Writing Skill

The results obtained show that the majority of students 83 % found writing a difficult skill ,whereas 13% of students stated that writing is an easy skill. . For most third year students, writing is considered as a difficult skill. That is why they tend to have problems in improving their writing skills.

Question 5: When I write I face difficulties at the level of grammar

Option	SA	A	Und	SD	D
Number	20	0	0	0	10
Percentage	67%	0%	0%	0%	33%

Table08: Students' Difficulties at The Level of Grammar

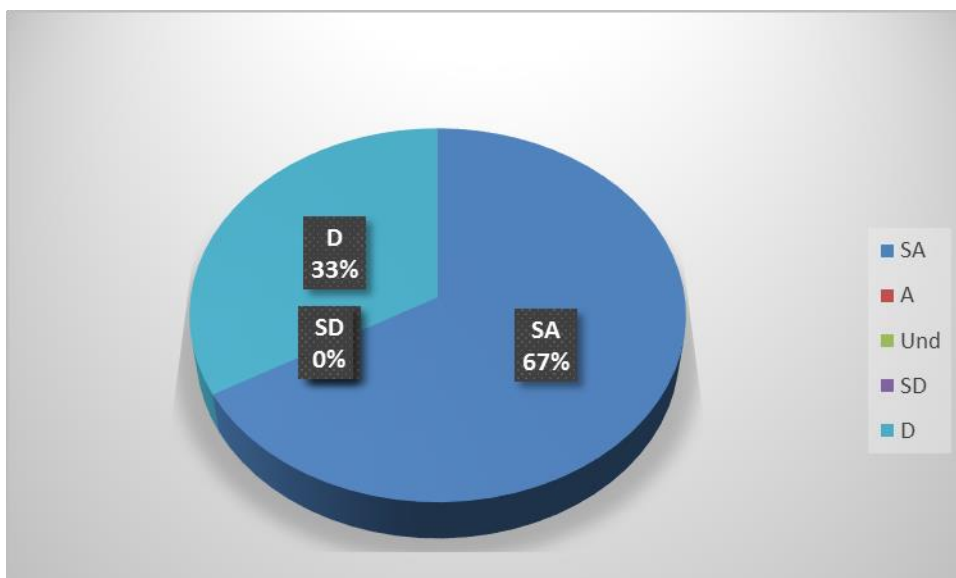


Figure6: Students' Difficulties at The Level of Grammar

From the findings almost the majority of students 67% said that they faced difficulties at the level of grammar whereas 33% of students said that they did not face difficulties at the level of grammar. Thus most students do not master grammar rules so they have difficulties in using it appropriately.

Question 6: When I write I face difficulties at the level of punctuation

Option	SA	A	Und	SD	D
Number	0	10	0	0	20
Percentage	0%	33%	0%	0%	67%

Table09: Students' Difficulties at the Level of Punctuation

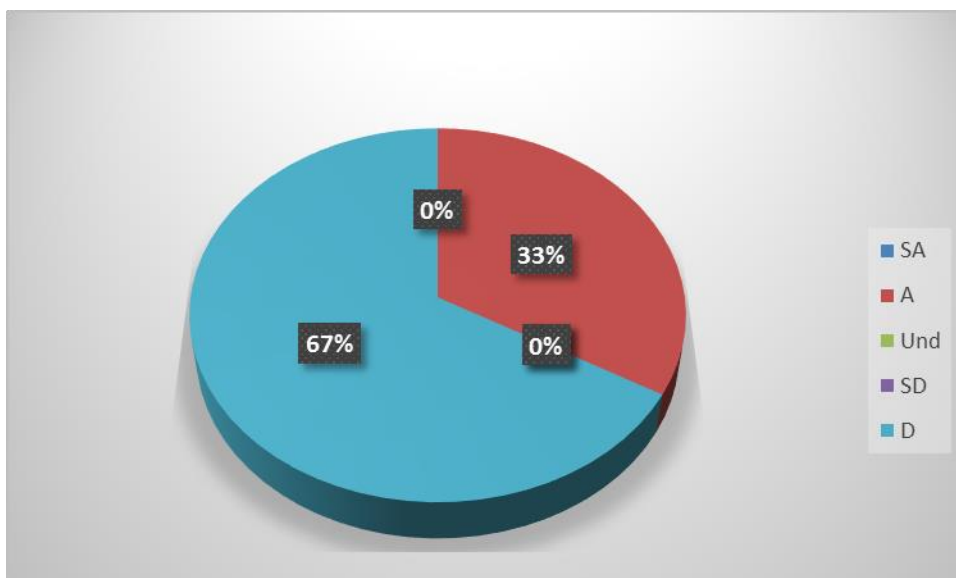


Figure7: Students' Difficulties at the Level of Punctuation

The findings show that 67% of respondents said that they did not face difficulties at the level of punctuation whereas 33% of students said that they faced difficulties at the level of punctuation. We can conclude that most of students master punctuation rules.

Question 7: When I write I face difficulties at the level of vocabulary

Option	SA	A	Und	SD	D
Number	25	0	0	5	0
Percentage	83%	0%	0%	13%	0%

Table10: Students' Difficulties at The Level of Vocabulary

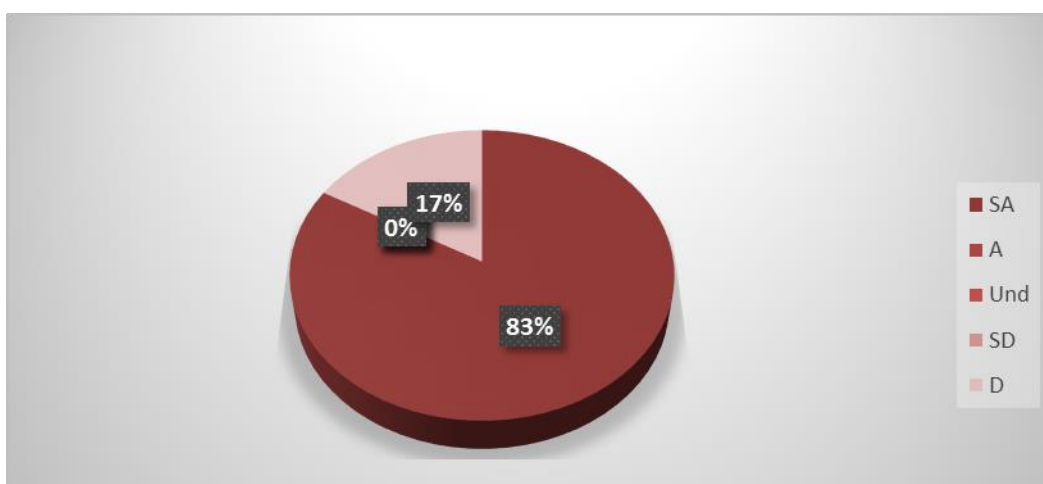


Figure8: Students' Difficulties at The Level of Vocabulary

The results show that the majority of students 83% faced difficulties at the level of vocabulary when writing, whereas only 13% said that they did not face difficulties at the level of vocabulary. So, finding and choosing the appropriate words and ideas is a challenge for most of the students due to the lack of background knowledge.

Question 8: When I write I face difficulties at the level of coherence and cohesion

Option	SA	A	Und	SD	D
Number	15	0	0	10	5
Percentage	50%	0%	0%	33%	17%

Table11: Students' Difficulties at The Level of Coherence and Cohesion

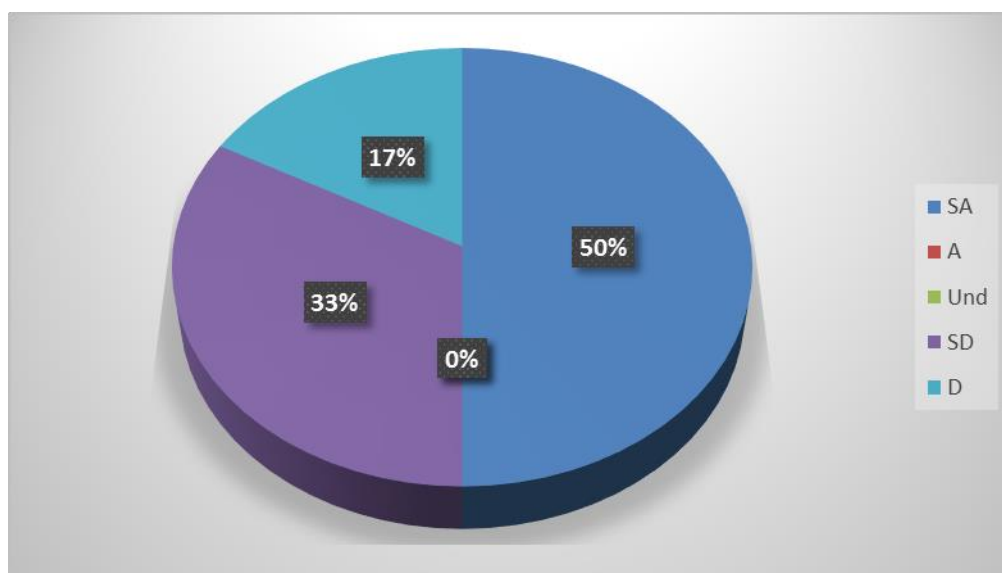


Figure9: Students' Difficulties at The Level of Coherence and Cohesion

Table (11) shows that, half of our participants 50% encountered difficulties in achieving coherence and cohesion when writing. While (33%) of the participants claimed that they did not face problems at this level (only 17% disagree on facing problems in achieving coherence and cohesion)

Question 9: My teacher tries to help me overcome my difficulties by adding extra sessions for practice

Option	SA	A	Und	SD	D
Number	8	0	0	22	0
Percentage	%27	0%	0%	73%	0%

Table12: Teachers Help Through Extra Sessions

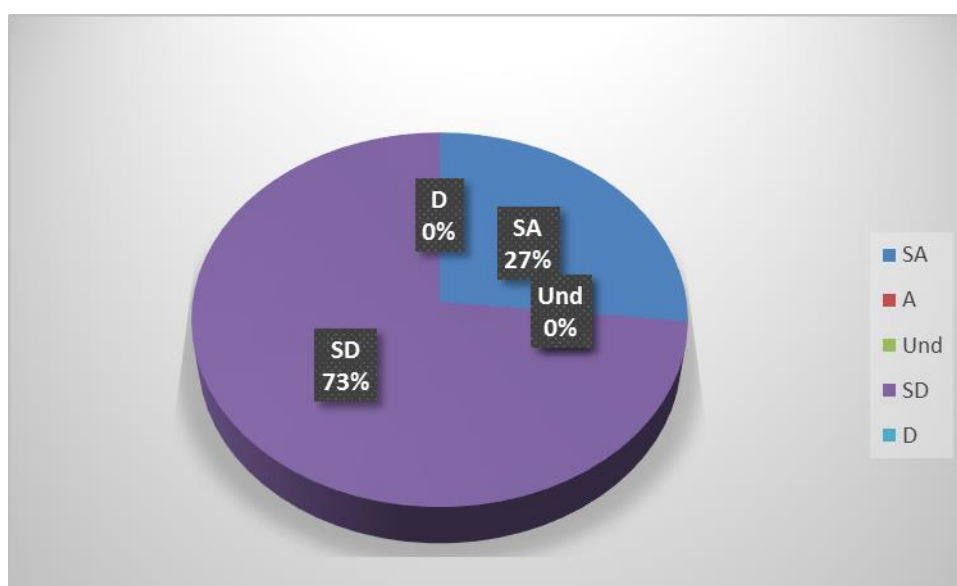


Figure10: Teachers Help Through Extra Sessions

As illustrated in the table (1 2), most of respondents students (27%) asserted that their teachers used some strategies to help them overcome their problems in other words teachers add extra sessions to help their students overcome writing problems, while 73% of respondents asserted that their teacher did not add any extra session.

Question 10: My teacher tries to help me overcome my difficulties by assessing more activities (home work)

Option	SA	A	Und	SD	D
Number	22	0	0	8	0
Percentage	% 73	0%	0%	27%	0%

Table13: Teachers Help Through Homework Assessment

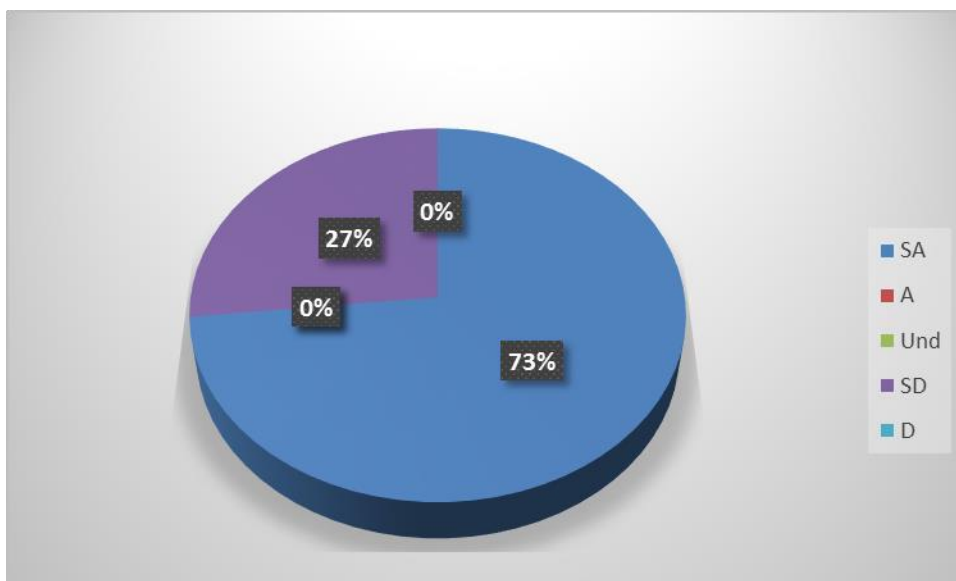


Figure11: Teachers Help Through Homework Assessment

Regarding this question, 73% of students strongly agree that their teachers assessed more activities to help them overcome writing difficulties, while only 27% of students claimed that their teachers did not assess any homework.

Question 11: My teacher tries to help me overcome my difficulties by giving feedback and instructions

Option	SA	A	Und	SD	D
Number	28	0	0	0	2
Percentage	93%	0%	0%	% 0	7%

Table 14: Teachers' Help Through Feedback and Instruction

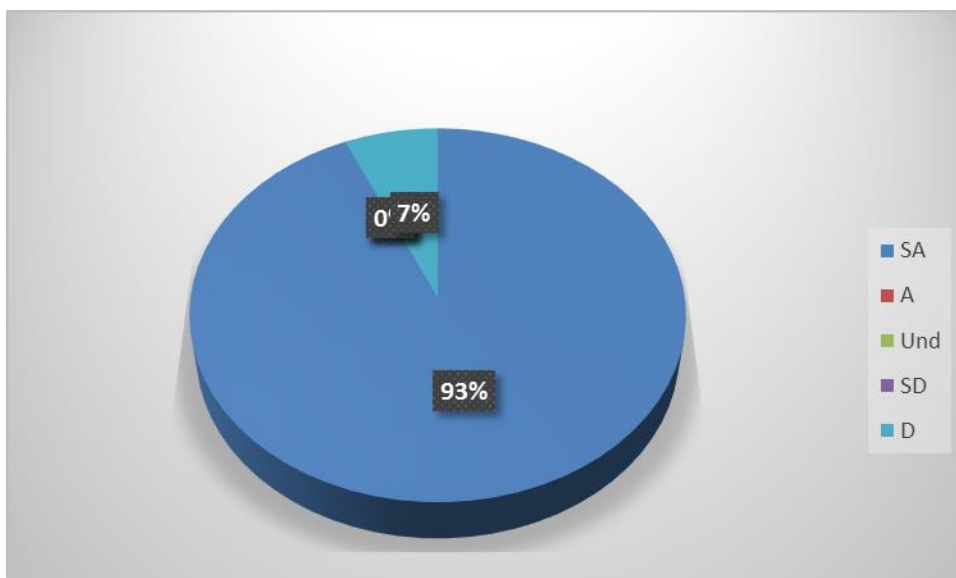


Figure12: Teachers Help Through Feedback and Instruction

In response to this question, 93% of students said their teachers provided feedback and instruction to help them overcome writing difficulties, whereas only 7% said that their teachers did not provide any feedback or instruction concerning their written production.

Based on these claims(Q9,Q10,Q11), we may say that teachers used multiple strategies to help students overcome their writing problems and difficulties.

Question 12: I know that writing is a process which includes 4 stages(planning, drafting, revising, and publishing)

Option	SA	A	Und	SD	D
Number	0	23	0	7	0
Percentage	0%	77%	0%	23%	0%

Table15: Students' Awareness of Writing Process Stages

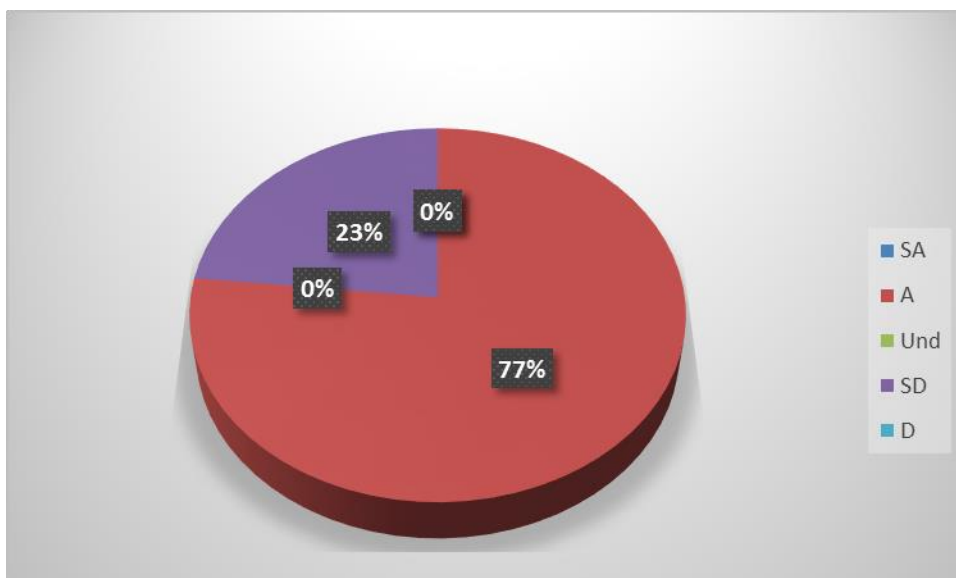


Figure13: Students' Awareness of Writing Process Stages

The above table shows that the majority of the participants (77%) knew that writing involved different stages, while only (23 %) did not know that. This means that most of students know that producing a piece of writing requires an important stages.

Question 13: I follow those stages to produce a piece of writing

Option	SA	A	Und	SD	D
Number	16	0	4	10	0
Percentage	53%	0%	14%	33 %	0%

Table16:Students' Use of The Four Writing Stages

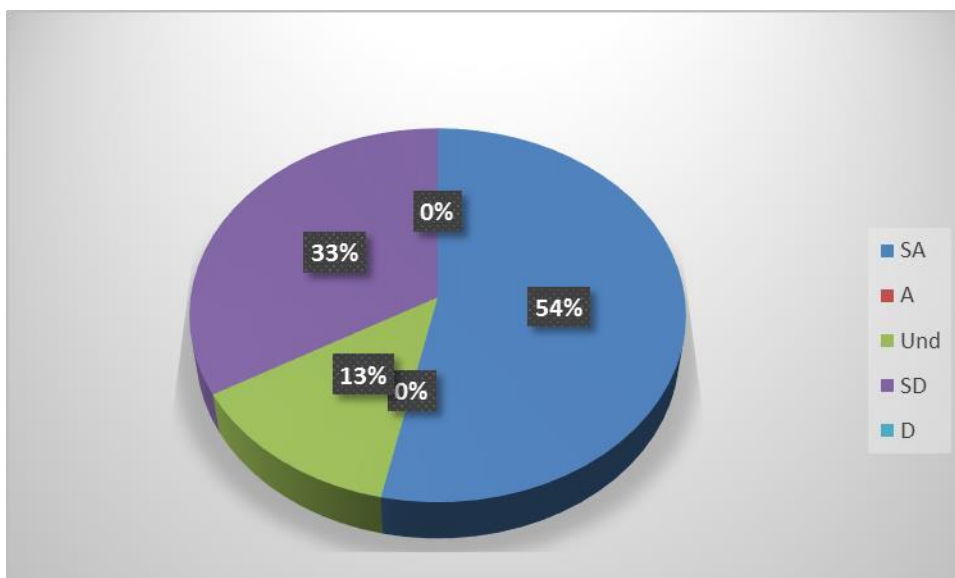


Figure14: Students' Use of The Four Writing Stages

The result shows that (53 %) of students claimed that they followed writing stages, whereas (33%) of them said they did not follow them, while (14%) of them opted for undecided choice. Therefore, it can be deduced from the results in the table (16) that some students did not follow those main stages in writing .So, this result may be considered as some causes that justify the students bad performance in writing.

Question 14: My teacher encourages me to write

Option	SA	A	Und	SD	D
Number	14	6	0	8	2
Percentage	47%	20%	0%	27%	6%

Table17: Teacher 's Encouragement to Students to Write

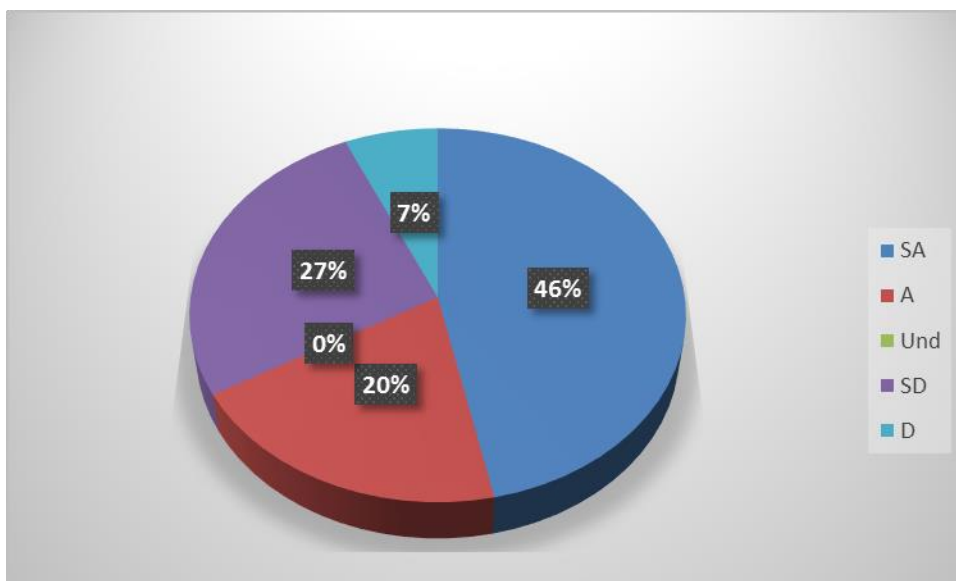


Figure15: Teacher's Encouragement to Students to Write

As we see in the table (17), 14% of students strongly agree that their teachers encouraged them to write and 20% agree on that .While 27% of students strongly disagree and only 6% disagree. This results show that teachers do encourage students to write.

Question 15: My teacher asks me to write multiple drafts (writing about a particular topic)

Option	SA	A	Und	SD	D
Number	27	0	0	3	0
Percentage	90%	0%	0%	10%	0%

Table18: Teacher's Assignment to Students to Write Multiple Drafts

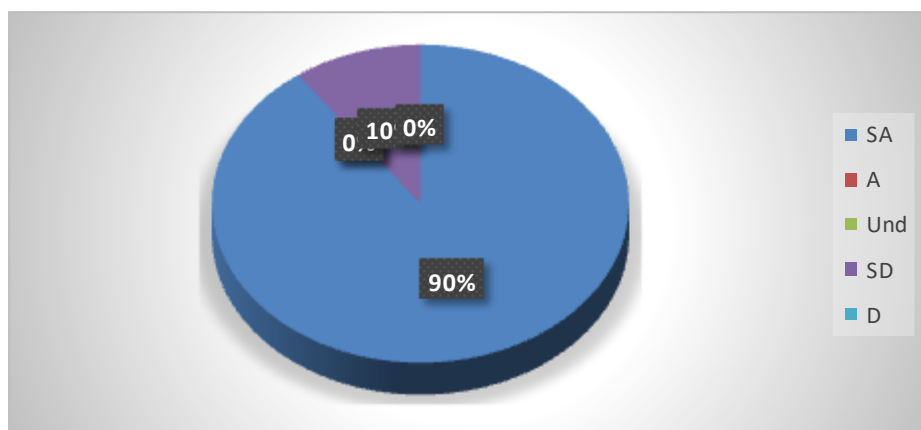


Figure16: Teacher's Assignment to Students to Write Multiple Drafts

The above table show that almost all teachers 90% required their students to write more than one draft , while only 10% of teachers did not ask students to write more than one draft So, teachers see that multiple drafts are very useful in the sense that they provide learners with opportunities to review, revise, and polish up their compositions.

Section Two: The Role of Teachers' Written Feedback

Question 16: My teacher provides me with feedback when I write

Option	SA	A	Und	SD	D
Number	15	5	0	10	0
Percentage	50%	17%	0%	33%	0%

Table19: Teacher's Provision of Feedback

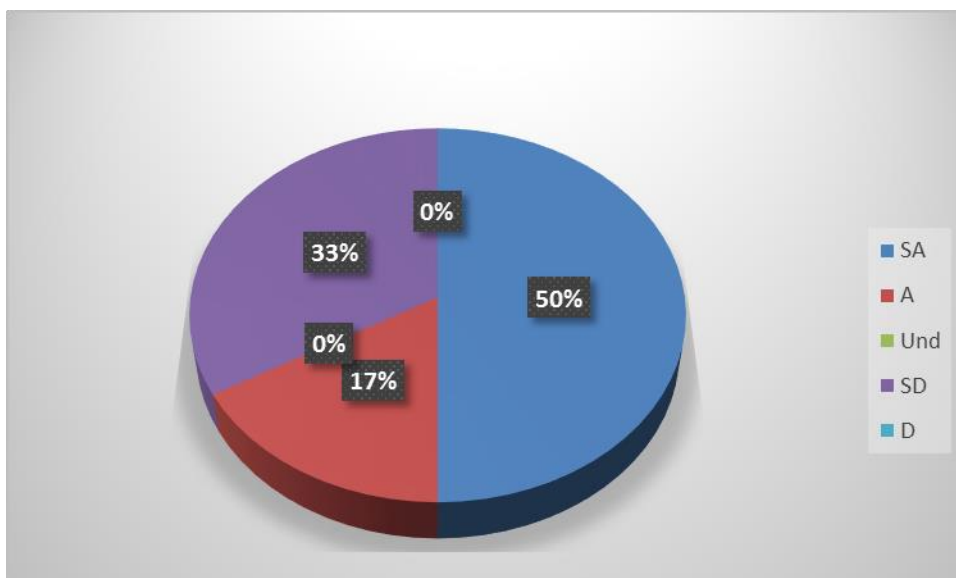


Figure17: Teacher's Provision of Feedback

Regarding this question the results show that 50% of participants strongly agree that they received feedback and 17% agree that they received feedback, whereas 33% of them said that they did not receive feedback from their teachers. Considering the response to this question, we can say that teachers spend much time and efforts to provide feedback to students.

Question 17: Teacher 's written feedback is important

Option	SA	A	Und	SD	D
Number	25	0	5	0	0
Percentage	83%	0%	17%	0%	0%

Table20: Importance of Teachers' Written Feedback

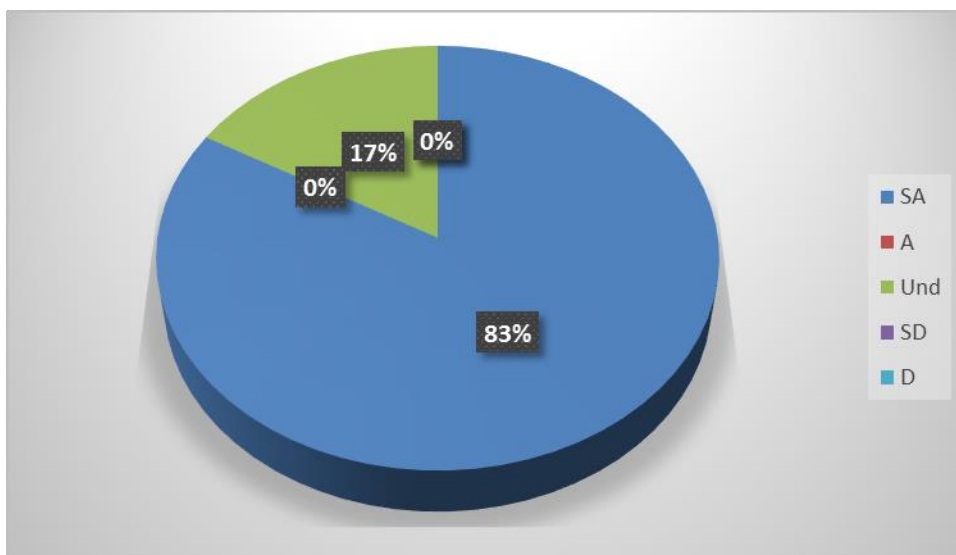


Figure18: Importance of Teachers'Written Feedback

Concerning this question, the majority of students 83% claimed that teachers' written feedback is important, whereas only 17% of students saw that teachers' written feedback is not important. These findings which obviously emphasize the students' strong belief in the strong relation between teachers'feedback and the development of composition proficiency.

Question 18: Teacher's written feedback is legible, precise and specific

Option	SA	A	Und	SD	D
Number	16	0	5	0	9
Percentage	53%	0%	17%	0%	30%

Table21: Teacher's Feedback Characteristics

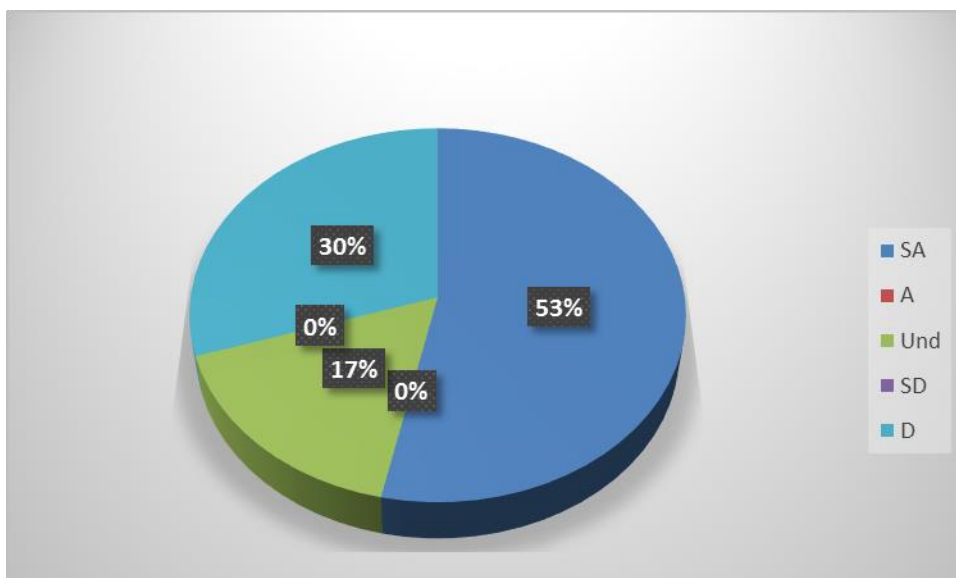


Figure19: Teacher's Feedback Characteristics

The results show that 53% of respondent strongly agree that teachers' feedback is legible, precise and specific, whereas 30% disagree on that . 17% of students selected undecided . we can see that most of teachers' feedback is legible, precise and specific which means it help learners know their mistakes and how to fix them.

Question 19: Teacher's written feedback helps me to define my writing weaknesses

Option	SA	A	Und	SD	D
Number	25	0	0	5	0
Percentage	83%	0 %	0 %	17%	0%

Table22: The Role of The Teacher's Feedback to Define Students' Weaknesses

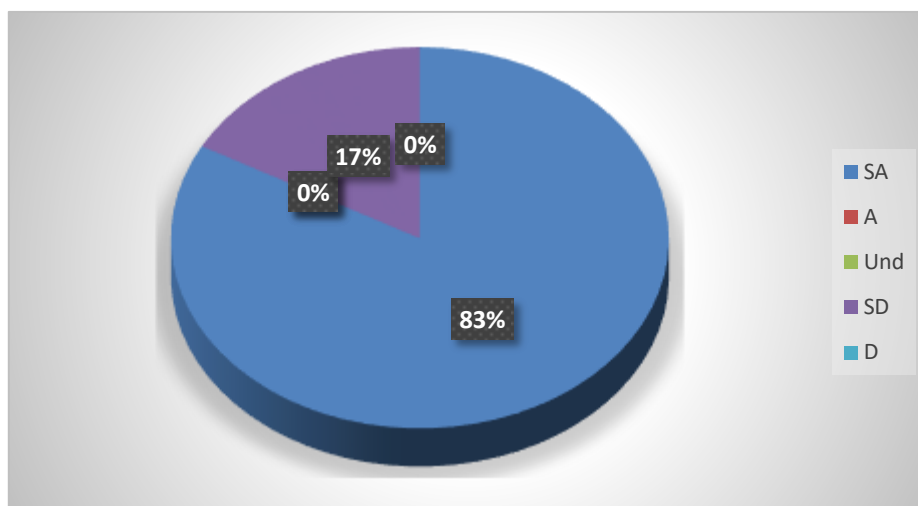


Figure20: The Role of The Teacher's Feedback to Define Students' Weaknesses

The table above shows that the majority of students believed that teachers' written feedback helped them to know their weaknesses , only 17% see that teachers' written feedback did not help in defining their writing weaknesses . This results revealed that the majority of teachers help students define their weaknesses so they can fix it and this can be achieved through written feedback.

Question 20 : Teacher's written feedback focuses only on grammar mistakes

Option	SA	A	Und	SD	D
Number	12	3	0	15	0
Percentage	40%	10 %	0 %	50 %	0%

Table23:Teachers' Feedback Focuses on Grammar Mistakes

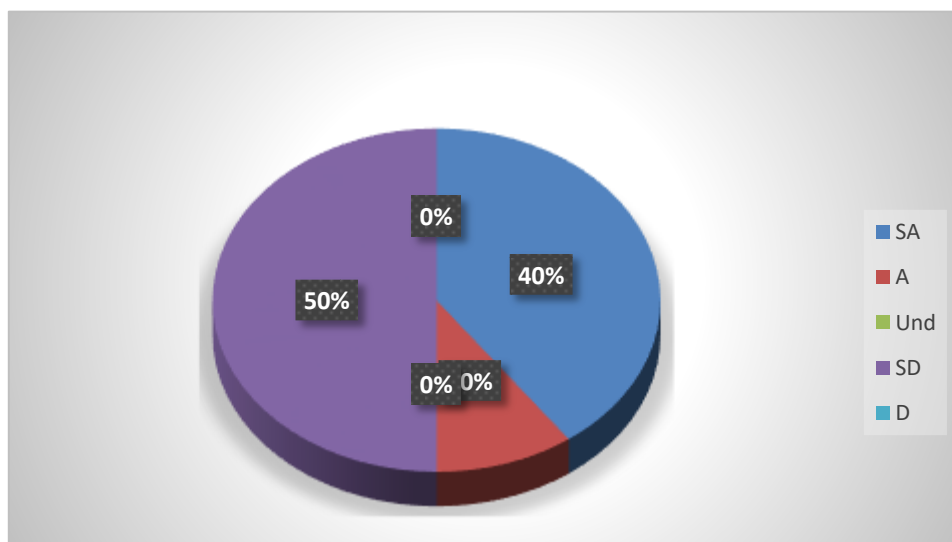


Figure 21: Teachers' Feedback Focuses on Grammar Mistakes

The table above shows that 40% of students strongly agree that the main focus of teachers' written feedback is grammar mistakes, 10% of students agree that teachers' written feedback mainly focused on grammar mistakes, while half of respondent 50% strongly disagree that the main focus of teachers' written feedback is grammar mistakes. This result show that teachers' written feedback point students grammar mistakes so that they avoid making the same mistakes in their future production.

Question 21: When responding to my written production the teacher points out spelling errors

Option	SA	A	Und	SD	D
Number	30	0	0	0	0
Percentage	100%	0 %	0%	0 %	0%

Table 24: Teacher's Feedback Concerning Spelling Errors

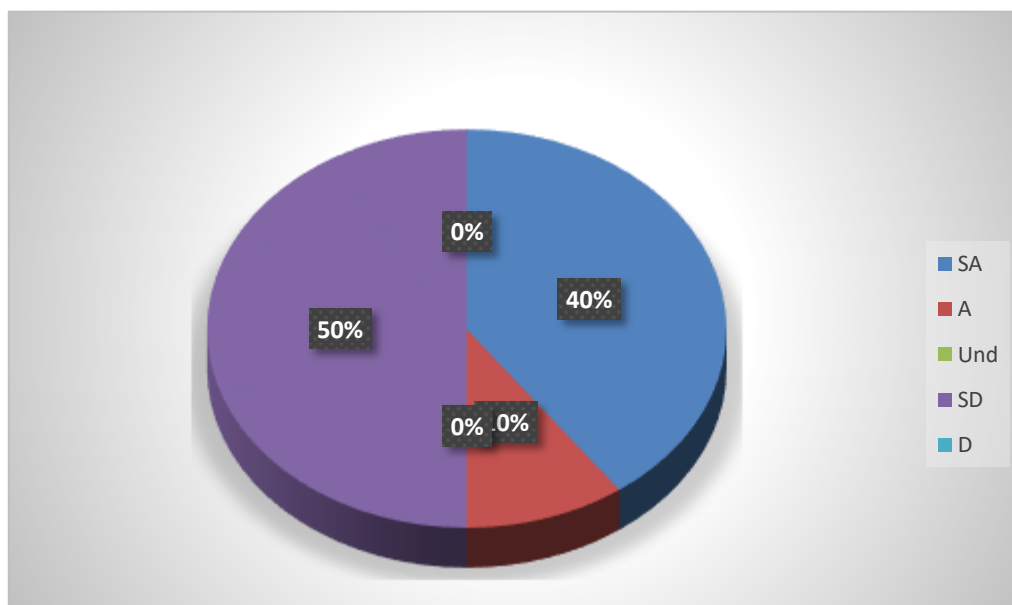


Figure22: Teacher's Feedback Concerning Spelling Errors

The table above shows that all students strongly agree that teachers' written feedback pointed their spelling errors. We can conclude that teachers help students overcome their spelling problems.

Question 22: When responding to my written production the teacher points out punctuation errors

Option	SA	A	Und	SD	D
Number	18	0	0	0	12
Percentage	60%	0 %	0%	0 %	40%

Table2 5:Teacher's Feedback on Punctuation Errors

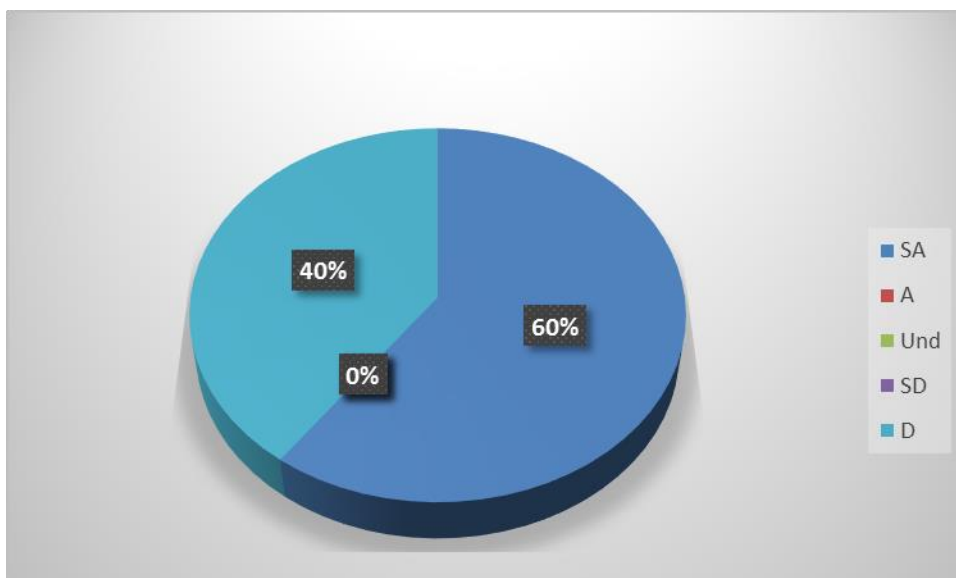


Figure23: Teacher's Feedback on Punctuation Errors

Regarding the results mention in the table (2 5),60% of respondents strongly agree that teachers' written feedback pointed their punctuation errors , where 40% of students disagree on that, So the majority of teachers tries to help students overcome their punctuation problems through making comments on their composition .

Question 23: The teacher makes comments on the ideas and vocabulary choice

Option	SA	A	Und	SD	D
Number	10	13	0	2	5
Percentage	33%	43%	0%	7 %	17 %

Table2 6:Teachers Comment on Ideas and Vocabulary Choice

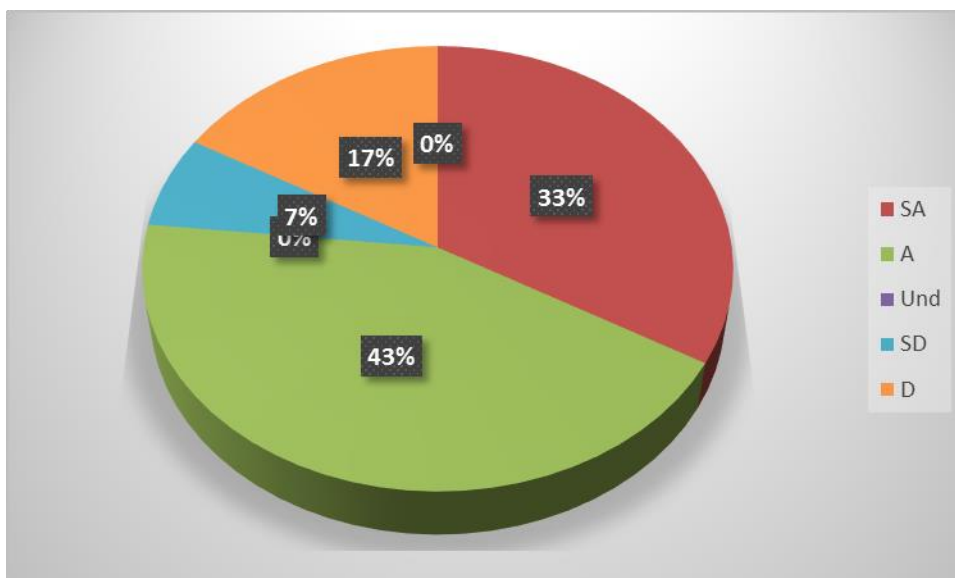


Figure24:Teachers Comment on Ideas and Vocabulary Choice

The responses to this question were transferred into figure above. In a bit more details, the highest percentage was 43% and was rated by the students who said that they agree on the statement (ie, teachers make comments on ideas and vocabulary choice). This was followed by a rate of 33% for students who agree on the statement. Only 7% of students strongly disagree and 17% disagree. This results show that almost the majority of teachers make comments on students ideas and vocabulary.

Question24: The teacher makes comments on the organization of the paper

Option	SA	A	Und	SD	D
Number	8	10	0	10	2
Percentage	27%	33%	0	33%	7%

Table27:Teachers Comment on Organization of The Paper

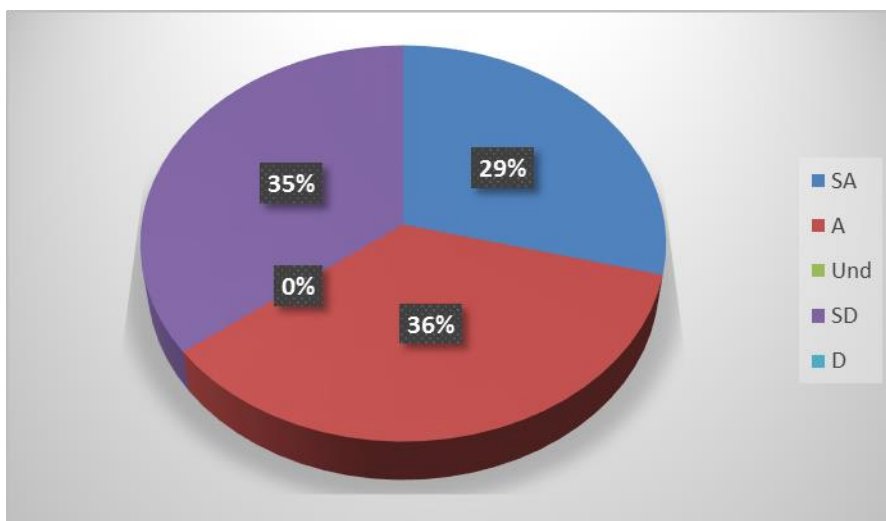


Figure25:Teachers Comment on Organization of The Paper

The above table shows that 27% of respondents claimed that their teachers made comments on paper organization(strongly agree), 33% of students agree on the statement. Whereas, 33% of respondents said that their teachers did not make comments on paper organization(strongly disagree) and only7% of students choose disagree.

The results obtained from (Q20,Q21,Q22,Q23,Q24) shows that teachers make comments on different aspects of writing including grammar, spelling; punctuation, vocabulary and the organization of the paper in order to help students overcome their difficulties and enhance their writing skill.

Question 25: .Teacher’s written feedback enables me to revise my composition

Option	SA	A	Und	SD	D
Number	0	24	3	3	0
Percentage	0%	80 %	10 %	10%	0 %

Table28: Teacher’s Feedback Help Students For Revision

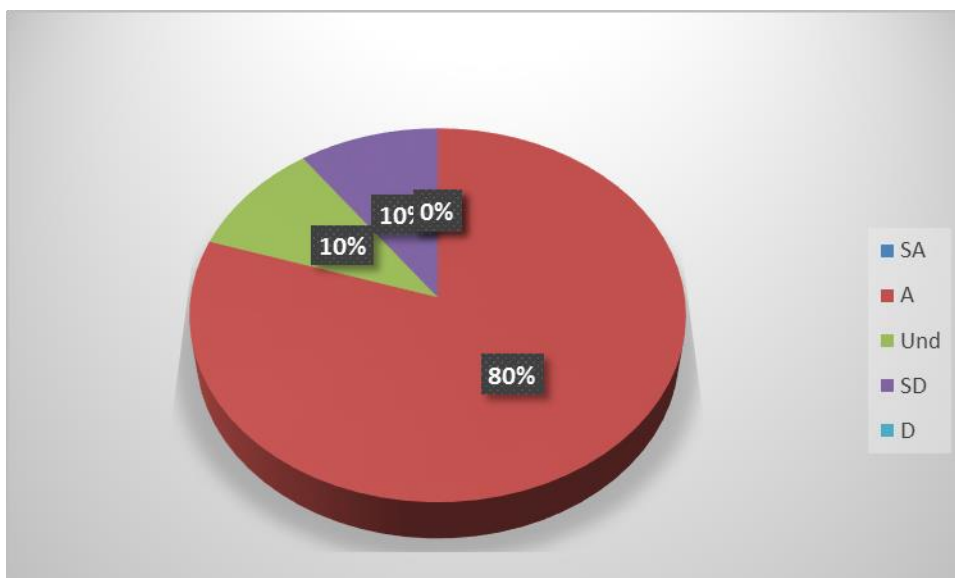


Figure26: Teacher's Feedback Help Students For Revision

According to the table (28), most of participants (80%) affirmed that their teachers' feedback enabled them revise their work, while (10%) of participants said that teachers' feedback did not help them in revising their work, the last 10% of students opted for undecided choice. This means that teachers' written feedback enables students to correct their mistakes

Question 26: Teacher's written feedback helps me connect my paragraphs better

Option	SA	A	Und	SD	D
Number	14	12	0	0	4
Percentage	47 %	40 %	0%	0%	13 %

Table 29: Teacher's Feedback Role For Students' Paragraphs Coherence

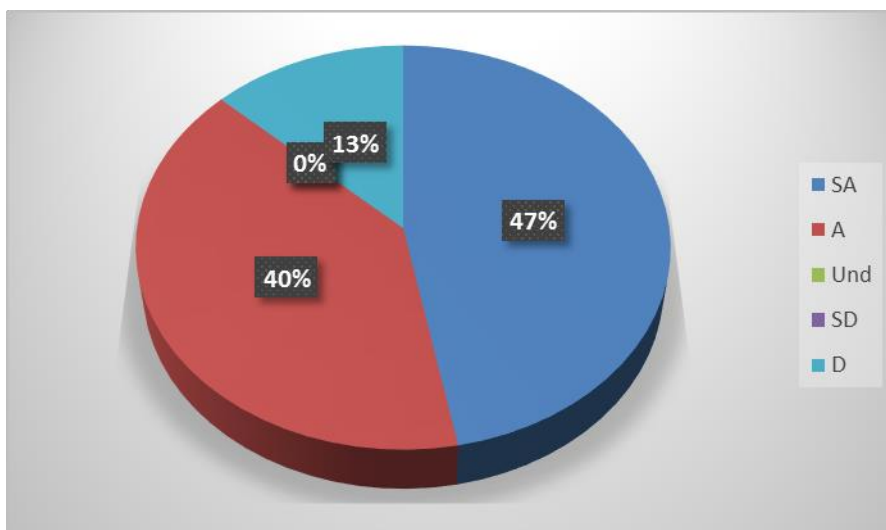


Figure27: Teacher's Feedback Role For Students' Paragraphs Coherence

Regarding this question ,47% of students asserted that they strongly agree that teachers' written feedback helped in achieving paragraphs coherence , 40% also agree on that, whereas only 13% disagree. This results shows that teachers' written feedback helps students achieve better paragraph connection which means students' written production is improved.

Question27: Teacher's written feedback helps me edit my work successfully

Option	SA	A	Und	SD	D
Number	0	24	0	0	6
Percentage	0 %	80%	0 %	0 %	20 %

Table30: Teacher's Feedback Role For Better Edition

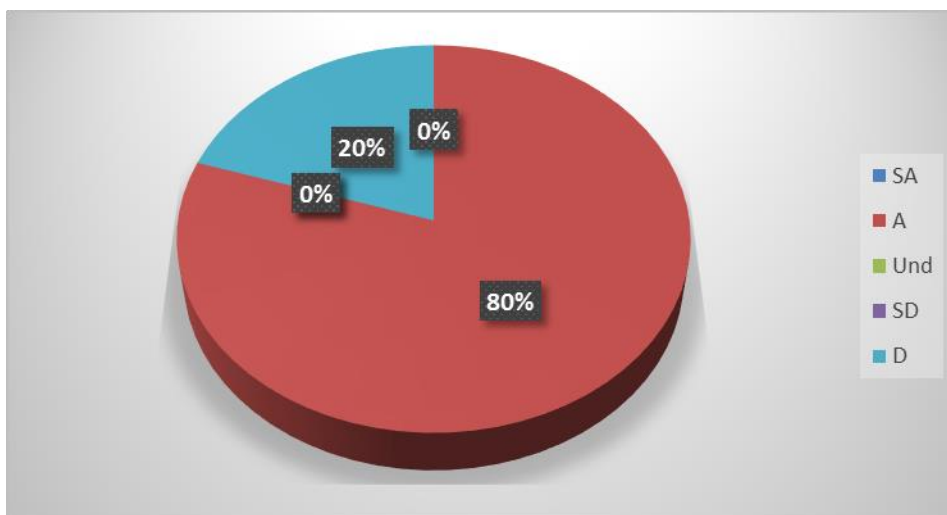


Figure28: Teacher's Feedback Role For Better Edition

In this question the majority 80% of students claimed that teachers' written feedback helped them edit their work successfully, while only 20% said the opposite .So teachers' written feedback enables students edit their work due to the fact that written feedback defines students mistakes and errors as a result students have an opportunity to correct these mistakes and errors.

Question 28: Teacher's written feedback helps me to master different aspects of writing

Option	SA	A	Und	SD	D
Number	12	14	4	0	0
Percentage	40%	47 %	13 %	0 %	0 %

Table31: Teacher's Feedback Role For Mastering Writing Aspect

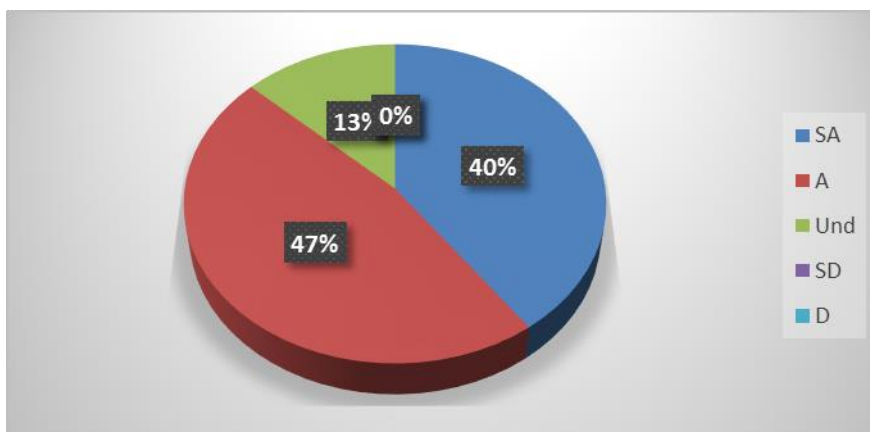


Figure29: Teacher's Feedback Role For Mastering Writing Aspect

The table above shows that 47% of students agree that teachers' written feedback helped them to master different aspects of writing, 40% of students opted strongly agree that written feedback helped them to master writing aspects, whereas 13% of students opted for undecided choice.

Question 29: Teacher provides feedback during the task

Option	SA	A	Und	SD	D
Number	0	12	0	18	0
Percentage	0%	40%	0%	60%	0%

Table32: Teacher's Provision of Feedback during a Task

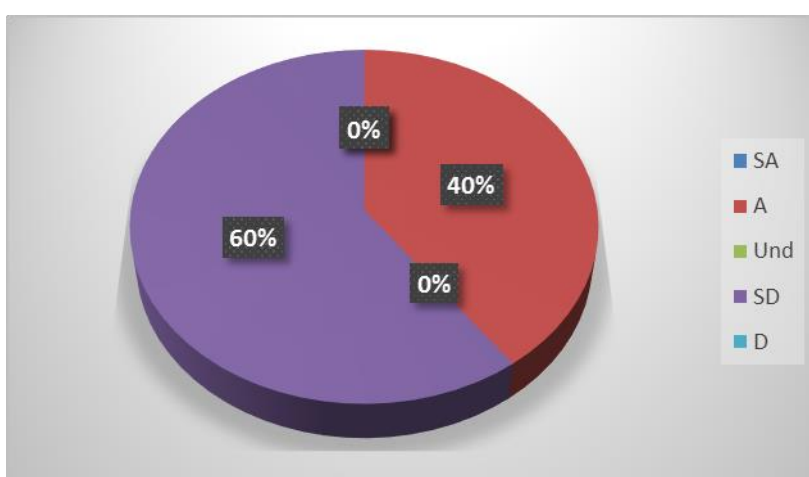


Figure30: Teacher's Provision of Feedback during a Task

The highest percentage 60% of students said that teachers did not provide feedback during a task, where 40% of students that they received feedback during the task. So, the results obtained from responses to this question show that the majority of teachers delay feedback provision to final drafts. This, however, raises the question about whether such a feedback is beneficial or not; whether it can be processed by students or not.

Question 30: I read and use my teacher's written feedback

Option	SA	A	Und	SD	D
Number	14	12	0	0	4
Percentage	47%	40%	0%	0%	13%

Table33: Students' Response to Teachers' Feedback

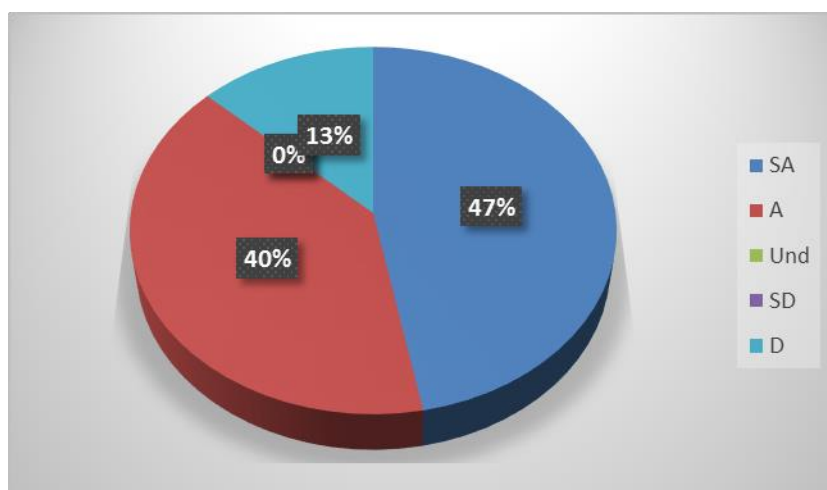


Figure31: Students' Response to Teachers' Feedback

Concerning this question, 47% of respondents strongly agree that they read and used teachers' written feedback and 40% of them also agree on that. Whereas, 13% of students disagree which means they did not read and use teachers' written feedback. This results revealed that the majority of students are aware of the importance of written feedback, so they read this feedback and try to apply it in their future composition.

Question 31: the comments that I get on my work help me understand how to do my work better

Option	SA	A	Und	SD	D
Number	15	0	5	10	0
Percentage	50 %	0%	17 %	33%	0 %

Table34: The Role of Feedback To Improve Students' Work

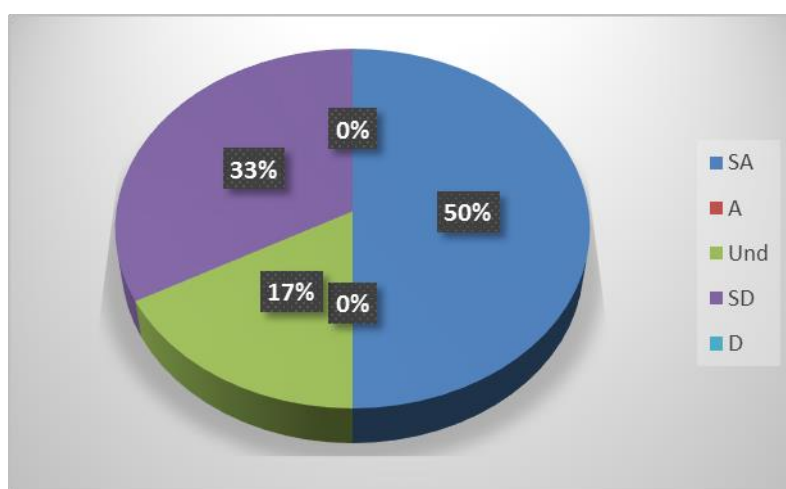


Figure32: The Role of Feedback To Improve Students' Work

The table shows that half of students 50% strongly agree that teachers' written feedback helped them understand how to do their work better, where 33% of students strongly disagree. The rest 17% selected undecided, So we can conclude that teachers' written feedback can help students do their work better which means improving their writing skill.

Question32: In the long term I benefit from my teacher's feedback

Option	SA	A	Und	SD	D
Number	20	0	0	10	0
Percentage	67 %	0%	0 %	33%	0 %

Table35: Teachers' Feedback Benefits to Students

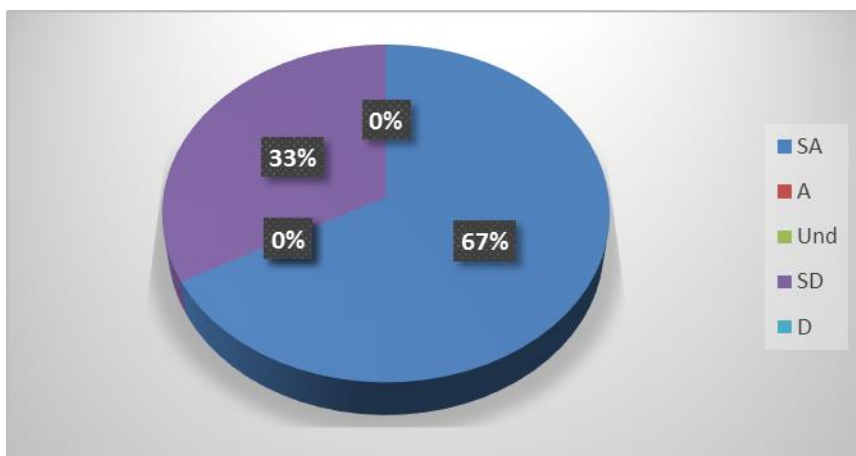


Figure33: Teachers' Feedback Benefits to Students

In this question the majority of students 67% strongly agree that teachers' written is beneficial, where 33% of students strongly disagree. So, the majority of students believe that teachers' written feedback is an effective technique to improve their writing skill in the long term.

3.7. Teachers' Interview

The use of this material is due to the need to involve more data to the study. The analysis of the data obtained from students' questionnaire seems to have less information about the teaching/ learning field. Therefore, the aim behind using the interview is to have more reliable data from teachers who are working in the field.

3.7.1. Description of Teachers' Interview

It consists of eighteen questions (open ended and close ended questions) which are premeditated to get more information about writing skill and teachers' written feedback.

Therefore, the first six question focused on general information including the importance of writing skill, students' level, the frequency of correcting students' work and the most common difficulties that students face when writing. The other questions(from Q7 until Q19) dealt with written feedback including its importance, the frequency of providing written feedback, the main focus of feedback, and the most preferable type of feedback.

Other main raised questions are related to the effectiveness of feedback and the considerable solution that teachers may use to encourage their students to respond to the teachers' written feedback.

3.7.2. The Analysis of Teachers' Interview

Question 1: How long have you been teaching English at secondary school?

Teacher 01: 03 years

Teacher 02: 11years

Teacher 03: 11years

Teacher 04: 15years

We notice that (0 3) teachers from the total sample said they had been teaching English language more than 10 years. Whereas only (01)teacher who had been teaching English language less than 5 years(3 years), This implies that teachers have enough

experience in teaching English, so they can provide us with reliable answers concerning the designed interview.

Question 2: Which of the four skills(listening/speaking/writing/reading) your pupils best prefer? According to you why?

All teachers agreed that their students liked reading and writing because reading is an easy and enjoyable task . Whereas, in writing sessions students feel free to express themselves.

Question3: In your opinion ,why teaching writing is important?.

Teacher 01: students have the opportunity to practice what they have learnt especially grammar and vocabulary

Teacher 02: writing is an important productive skill that allows students to express themselves and exchanges ideas.

Teacher 03: it is an important skill which reflects students' level in English,

Teacher 04: it is necessary in order to succeed especially if the students choose to study English at university

From the previous justification, we can deduce that all teachers regarded writing as a very important skill in language learning

Question4: How do you rate your students' writing level?

Teacher 01: Average

Teacher 02: Bellow the average

Teacher 03: Average

Teacher 04 :Average

The results show that the majority of teachers (3) stated that the level of their students in writing is “average” ,whereas only one teacher stated “below the average”. While no one stated “good” or “very good” .According to teachers' answers, we can say that the

most of students need more practice and an effective teaching techniques to improve their writing skill; therefore, they need to be guided through the use of appropriate strategies.

Question 5: How often do you correct your students' writing work?

Teacher 01: I correct students' writing work each time they write a paragraph

Teacher 02: Whenever I gave students writing activity, I correct it

Teacher 03: I sometimes correct students work

Teacher 04 : I always correct my students' work.

We notice that 03 teachers reported that they always correct students' works, while only one teachers reported that he sometime corrects students' work , this implies the fact that teachers are aware of the importance of writing.

Question 6: What are the most common difficulties that students face when writing?

Teacher 01: My students face difficulties at the level of grammar and vocabulary.

Teacher 02: They face difficulties at the level of grammar

Teacher 03: They face difficulties at the level of vocabulary and punctuation

Teacher 04: They face difficulties at the level of vocabulary and grammar

In response to this question, all teachers opted for more than one answer. This clearly indicates that teaching writing is a difficult and highly-demanding task since it requires teachers to deal with too many problems in order to help learners develop adequate composition skills. Grammar mistakes were reported by 03 teachers, vocabulary problems also reported by 03 teachers, whereas only one teacher said that his students had problems at the level of punctuation.

Question 7: Do you think it is important to give feedback on students' writing work?

Teacher 01: Yes, it is.

Teacher 02: Yes, it is very important

Teacher 03: Yes, it is.

Teacher 04: Yes, it is.

There was a complete accord among the teachers in answering this question. They all agreed that feedback provision is important in teaching writing. These findings obviously emphasize the teachers' strong belief in the strong relation between their feedback and the development of composition proficiency.

Question 8: How many times do you usually read a student's paper before responding to it?

Teacher 01: I read student's paper twice before responding to it.

Teacher 02: I read it only one time

Teacher 03: .I read it from two to three times

Teacher 04: I read it twice then I respond

We notice that three teachers said that they read students' papers twice and sometimes more before responding to it .Only one teacher said that he read student's paper one time then he gave his feedback, this means that teachers try to define all students errors and mistakes to help them overcome these errors and mistakes so that their writing skill can be improved.

Question 9: How often do you provide written comments on students' papers?

Teacher 01: I always provide written comments on students' papers

Teacher 02: I always provide written comments on students' papers

Teacher 03: I sometimes provide written comments on students' papers

Teacher 04: I always provide written comments on students' papers

The majority of respondent teachers (3) declared that they always provided feedback, whereas only one teacher who said that he sometime provided feedback .This means teachers are aware of the importance of written feedback in enhancing students writing skill.

Question 10: When providing feedback which aspects of writing do you focus on?

Teacher 01: I focus on grammar mistakes ,vocabulary and content

Teacher 02: I focus on all of them

Teacher 03: Most of my feedback was given on grammatical mistakes

Teacher 04: I focus on all of them

Two of the surveyed teachers stated that they corrected all the aspect, whereas the other teacher said he focused only on grammar, the last one said that he focused on both grammar and vocabulary. From the result we can say that teachers try to focus in their correction on all aspects of the language.

Question 11: Which aspects do you think it is important to be focused on for feedback?

Why?

The four teachers reported that teachers' written feedback should focus on all aspects of writing .Therefore, they can help learners define their weaknesses regarding any aspect , after knowing their weaknesses students can improve their writing.

Question 12: .Which type of feedback (peer feedback /written comments/ oral comments) do you prefer? Why?

Teacher 01: I prefer to use written and oral feedback

Teacher 02: I prefer to use written feedback

Teacher 03: I prefer to use Oral feedback

Teacher 04: I prefer to use written and oral feedback

The results show that two of the teachers asserted that they used different types of feedback in the class. Whereas one teacher said that he used written feedback, and the other said he used oral feedback in the class. In regard of the above results, it can be deduced that teachers use different type of feedback during writing sessions. Teachers who used both written and oral comment justify their answer as follow when giving students written feedback you do not guarantee reading it by students but when giving them oral comments you make sure that students understand your feedback,while teacher who prefer written comments said that he is trying to avoid embarrassing student in front of his colleagues.

Question 13: In what stage of the writing process do you provide feedback?

Teacher 01: I provide feedback on the final draft

Teacher 02: I provide feedback on the final draft

Teacher 03: I provide feedback on the final draft

Teacher 04: provide feedback on the first draft

The majority of teachers provided feedback on the last draft. This, however, raises the question about whether such a feedback is beneficial or not; whether it can be processed by students or not.

Question 14: Do you think that the feedback you provide on your students' writing work is taken into consideration?

Teacher 01: Yes, it is.

Teacher 02: Yes, it is.

Teacher 03: No, it is not.

Teacher 04:No , it is not.

Two of the teachers claimed that the feedback provided is taken into consideration , those teachers declared that in some students' written production , it is noticed that they had benefited from the evaluations and assessments they had provided for them .However, some teachers claimed that their students sometimes neglected their feedback .According to them, students neglected their teachers' feedback because they are careless and demotivated .

Question 15: Do you notice any improvement after providing feedback?

The four teachers claimed that they noticed improvement after providing feedback ,so written feedback is an essential part in learning any language, because it helps students to know their mistakes and the way how to correct them. (2) Teachers claimed that in written expression sessions this feedback played a paramount role in enhancing students' writings as well as motivating them to write. The last teacher stated that providing feedback gave the students an insight about their paper'quality.

The overall view of the previous justification indicates that written feedback is necessary in teaching writing which it guides students and provides insights to identify their weaknesses. In narrow sense, written feedback is beneficial in enhancing students' writing skill.

Question 16: Are you satisfied with your feedback practices? (Do you think they are effective)

All teachers said that they are satisfied with their feedback practices, and always try to make feedback precise and specific.

Question 17: If your students did not consider your feedback, what would you do to make them take it into consideration?

Teacher 01: I insist and repeat the common mistakes each time we make collective correction

Teacher 02: The use of grades along with written comments to motivate students

Teacher 03: The integration of praising expressions within teachers' commentary.

Teacher 04: The use of praise

The majority of teachers believed that using grades and praise can be a very effective way to motivate students in order to consider their feedback.

Question 18: Do you have any suggestions or recommendations?

Teacher 01: Students should read more to enhance their writing skill

Teacher 02: Peers' correction can be beneficial because students have the chance to learn from each other mistakes

Teacher 03: Teachers should be more aware of the feedback importance in enhancing students writing .

3.8. Discussion of The Main Findings

In the very beginning of this research, it has been hypothesised that teachers' written feedback can improve students' writing skills. To fulfil the needs of the research ,we have used two instruments to gather the necessary information (which are teachers' interview and students' questionnaire). The two have provided the research with a qualitative and quantitative data through which we can declare that the use of teachers'

written feedback can be very beneficial in developing students' writing skills.

The analyses of students' questionnaire provide us with some points: In the first section, first of all, the collected answers about the importance of the writing skill affirmed that almost the half of students (40%) agreed that writing is an important skill which give them the chance to express their ideas and thoughts also it allows them to acquire some aspects of language, however; the majority of students(83%) believed that writing is a difficult task because of many reasons, among them writing is a mental process which requires much time and efforts, it demands various rules and methods as well as it needs appropriate vocabulary and correct grammar. Since it is a very difficult task, we have noticed that the majority of the students faced various difficulties in writing among them : the majority of students faced difficulties at the level of grammar (67%) and vocabulary(83%). For that reason , teachers adopted different strategies to help students overcome these problems like adding extra sessions ,giving more home activities and provided more feedback.

The obtained results in the last section showed that the majority of participants(83%) are aware of the importance of written feedback and they regarded it very useful in writing sessions. In this regard, (83%)of students asserted that this type of feedback determine their weaknesses ,so it helps them improve their writing level .Moreover, teachers' written feedback focused on all writing aspects including grammar, spelling, punctuation, vocabulary choice, and organization of the paper.At the end, the results of students' questionnaire revealed that written feedback has a positive effect in enhancing students writing production as well as motivating them to write .

After analysing the teachers' interview, we find that the majority of them consider written feedback as an effective tool to develop students' writing skills in particular and to develop their level in general. Moreover, they also agree on the idea that students

respond to their comment is not an easy task, so many techniques should be used to encourage students to consider their feedback . Furthermore, teachers insist that their correction have to focus on both the content and the form which both of them have a great impact in students' paragraphs. In order to develop students' writing level, the more comments and remarks teachers provide the more enhancement are received in the students' production.

To sum up, teachers' written feedback is an important element which has a significant effect in the teaching process in general, and the writing skills in specific. In this case, the research questions and the research hypotheses of our study reach a valid answers.

3.9.Recommendations

The findings of our work showed that teachers' written feedback is beneficial in improving students' writing production. Therefore, we suggest some pedagogical recommendations for both teachers and students.

3.8.1.For Students

- ✓ After receiving feedback , students should be careful of making the same mistake in their next production
- ✓ Students should not be passive learners towards their teachers' correction; they should take them into consideration.
- ✓ Students should not always depend on their teachers to improve their level; they should make some individual efforts.
- ✓ Students should follow and give equal attention to the writing process stages in order to improve their writing ability.
- ✓ Students should be aware of the importance of reading to enrich their vocabulary, improve their grammar use and learn correct spelling.

- ✓ Students should be reacted positively toward their teachers' written feedback in order to promote their written performance .

3.8.2.For Teachers

- ✓ Teachers should be more concerned about using different types of feedback in their classroom. Because students do not have the same level and the same kind of feedback may not work for all the students, for this reason, teachers should provide that feedback which is more effective for the students.
- ✓ When correcting prepositions, it is a good to provide the correct preposition if it is introduced the first time. For recurrent errors, it would be better if teachers indicate the wrong preposition and expect the learners to correct themselves.
- ✓ Teachers' written feedback provides students with an opportunity to correct their own mistakes. Chandler (2003) reported that self-correction has a positive long-term effect on improvement of accuracy in writing. Teachers can offer a self-correction opportunity for their students by providing indirect feedback on students' mistakes.
- ✓ In fact it is questionable whether students go over the feedback that the teachers provide because when the papers are returned to them, sometimes students only care about their grade, not teacher feedback. Therefore, Teachers should also use the process approach in their writing classes instead of evaluating the paper as a final draft, teachers can evaluate multiple drafts and provide feedback which help the student to refine his/her writing gradually and learn from his/her errors. So teachers should use 'between-draft' feedback; one which appears prior to final drafts offering learners an opportunity to execute the commentary.
- ✓ Teachers should play many roles in the writing process as facilitator, supervisor, and guider to students' work.

Ferris (2003) suggested some techniques which address the nature of the comments:

- ✓ Teachers should not tackle every problem noticed in students' writings. They need, rather, to establish priorities and address only major and/ or common troublesome issues in students' performances
- ✓ Teachers need to provide feedback which is as clear as possible for learners, they should also use coded feedback which is not too much time-consuming . To do that teachers need to agree with students upon the list of codes to be used in responding to writing.
- ✓ Teachers need to have a general idea about what their students expect from their feedback.
- ✓ They need construct encouraging comments which trigger the learner to utilize the feedback given.

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Conclusion

This chapter was a practical part for the topic under study .We used a questionnaire for students and interview for teachers through which to answer the main research questions and hypotheses. The teachers' interview and students' questionnaire have provided a quantitative and qualitative data that back up the theoretical part. This data reveals students' and teachers' attitudes towards the effectiveness of written feedback in enhancing students' writing skill. Accordingly, from the analysis of students' questionnaire and teachers' interview we found that third year students face some difficulties in writing and their level should be improved. Moreover, both students and teachers show positive responses towards written feedback. Both of them believe that this type of feedback can help to ameliorate the writing skill. Henceforth, these results confirmed the hypotheses and answered the research questions. Finally, this chapter end up with some recommendations for both students and teachers.

General Conclusion

In the present world ,communication across language is becoming important. To communicate means either speaking or writing, and this latter is considered as the best human invention since it allows us to transmit our feeling, thoughts, ideas...etc not only to the present world but also to the next generation.

In this respect, having a good writing in English is certainly important for personal and educational reasons. But the process of teaching and learning writing is difficult for both EFL teachers and students. students writing is complicated skill which requires various elements to be developed, i.e; students need to develop different aspects such as vocabulary, grammar , punctuation... to produce a good written end production . Hence, to meet their students' needs, teachers have to provide effective feedback to enrich learners' knowledge ,but providing appropriate feedback is also a challenging task for most teachers. For that reason, the current study conducted to highlight the importance and explore the effectiveness of teachers' written feedback in enhancing students' writing productions.

Our study is divided into two chapters: the first chapter is theoretical part whereas, the second chapter is a practical part. The first chapter is made up of two sections, the first section dealt with a general overview of the writing skill, including its definition, importance, process of writing importance; it also illustrates the major stages and approaches in teaching this skill. stages. Next, this study presents the role of the teacher in the writing process. In the second section, we deals with teachers' written feedback. We started by defining feedback, and its criteria, than we illustrated its importance and major type, therefore we focused on the last type which was our concern, in which we presented some strategies to provide written feedback . At the end we dealt with students' view of written feedback.

The second chapter dealt with a description of the research design including nature of the study and approach, population and sample, data gathering tools and data analysis procedures. Moreover, we presented a detailed analysis of students' questionnaire, which was addressed to thirty third-year secondary school learners, and teachers' interview which was addressed to four secondary school teachers. . Consequently, the attained results from both students' questionnaire and teachers interview answered our research questions . In other words, the results showed that both teachers and students are aware of the importance of feedback. Also teachers use some strategies to make students consider their feedback such as using grades and praise as a result students performance is improved . These answers supported and confirmed our main hypotheses which stated that both teachers and students are aware of importance of written feedback and its effectiveness in enhancing students' writing production.

Some limitations is raised during the processt of this research . Schools were closed due to the spread of corona virus , and this made data collection difficult . Moreover, this study is limited by sample, context and time. First it was limited to English teachers and third year students at Ghuettouche Khalifa secondary school in Berhoum during the academic year 2019/2020. Therefore , generalization of findings over other schools is inadvisable (unless the same results are obtained by other researchers under the same circumstances).

Suggestions for Further Studies

First, this master thesis is useful in the sense that all people engaged in education benefits from its findings. This research may also contribute in filling the gap between teachers students interaction .i.e., students take into consideration the importance of teachers' written Feedback .In fact, written feedback can be considered as a supportive technique that improves students' written production , and to encourage teachers of using

this technique that may help them to prevent students from mistaking when they write their paragraphs.

This research suggests that using written feedback is a good strategy to improve students' writing skills .To achieve this aim we have used a students' questionnaire and teachers' interview to support our research with the concrete data . Therefore we have concluded that the use of written feedback is an important factor to enhance students' writing ; however, there is still a need to conduct more research towards the application of written feedback in the EFL classroom. The more studies that investigated that field , the more we can shape an understanding of students' reaction towards written feedback.

Actually, we want to find out the extent to which the students' regard of written commentary increased in subsequent drafts (short term) as well as in other future writings (long term). However, due to some reasons, reaching such an aim was not possible so that only the short term effect could be investigated. Therefore, it is hoped that a further research about the incorporation of the 'between-draft' , will be conducted. It would be a good idea to conduct such a research on both an experimental and a controlling group to end up with reasonable results.

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Appendices

Appendix A: Students' Questionnaire

Dear Students,

This questionnaire is designed to investigate the role of teachers' written feedback in improving learners' writing skill during the learning process. We would be pleased if you answered these questions in order to find your opinions about teachers' written feedback. You can use a cross (×) or a tick (√) to indicate your answer.

Thank you for your collaboration

Section One :Writing Skill

SA:strongly agree ,A: agree , Und: undecided, SD: strongly disagree , D: disagree

Statement	SA	A	Und	SD	D
1. I like written expression session					
2.I think that writing is an important skill					
3.I feel comfortable to express myself through writing					
4.I think that writing is a difficult activity					
5.When I write I face difficulties at the level of grammar					
6.When I write I face difficulties at the level of punctuation					
7.When I write I face difficulties at the level of vocabulary					
8.When I write I face difficulties at the level of coherence and cohesion					
9.My teacher tries to help me overcome my difficulties by adding extra sessions for practice					
10.My teacher tries to help me overcome my difficulties by assessing more activities (home work)					
11.My teacher tries to help me overcome my difficulties by giving feedback and instructions					
12.I know that writing is a process which includes 4 stages(planning, drafting, revising, and publishing)					
13.I follow those stages to produce a piece of writing					
14.My teacher encourages me to write					
15.My teacher asks me to write multiple drafts (writing about a particular topic)					

Section Two: The Role of Teachers' Written Feedback

Statement	SA	A	Und	SD	D
16. My teacher provides me with feedback when I write					
17. Teacher 's written feedback is important					
18. Teacher's written feedback is legible, precise and specific					
19. Teacher's written feedback helps me to define my writing weaknesses					
20. Teacher's written feedback focuses only on grammar mistakes					
21. When responding to my written production the teacher points out spelling errors					
22. When responding to my written production the teacher points out punctuation errors					
23. The teacher makes comments on the ideas and vocabulary choice					
24. The teacher makes comments on the organization of the paper					
25. Teacher's written feedback enables me to revise my composition					
26. Teacher's written feedback helps me connect my paragraphs better					
27. Teacher's written feedback helps me edit my work successfully					
28. Teacher's written feedback helps me to master different aspects of writing					
29. Teacher provides feedback during the task					
30. I read and use my teacher's written feedback					
31. the comments that I get on my work help me understand how to do my work better					
32. In the long term I benefit from my teacher's feedback					

Appendix B: Teachers' Interview

This interview is part of an investigation about the role of teachers' written feedback in improving Students Written Productions. So we will be very grateful if you take few minutes to answer these questions. Thank you very much for taking the time to share your ideas and experiences. Your input is very important and greatly appreciated.

1. How long have you been teaching English at secondary school?

.....

2. Which of the four skills (listening/speaking/writing/reading) your pupils best prefer?

.....

According to you why?.....

3. In your opinion, why teaching writing is important?.

.....

4. How do you rate your students' writing level?

.....

5. How often do you correct your students' writing work?

.....

6. What are the most common difficulties that students face when writing?

.....

7. Do you think it is important to give feedback on students' writing work?

.....

8. How many times do you usually read a student's paper before responding to it?

.....

9. How often do you provide written comments on students' papers?

.....

10.When providing feedback which aspects of writing do you focus on?

(content/ organization/ grammar/vocabulary/mechanics)

.....

11.Which aspects do you think it is important to be focused on for feedback?

.....

Why?.....

12.Which type of feedback (peer feedback /written comments/ oral comments) do you prefer?

.....

Why?.....

13.In what stage of the writing process do you provide feedback?

.....

14.Do you think that the feedback you provide on your students' writing work is taken into consideration?

.....

15.Do you notice any improvement after providing feedback?

.....

16.Are you satisfied with your feedback practices? (Do you think they are effective)

.....

17.If your students did not consider your feedback, what would you do to make them take it into consideration?

.....

18.Do you have any suggestions or recommendations?

.....

الملخص

يعد التعبير الكتابي من اصعب المهارات لدى الطلبة والتي يواجهون فيها العديد من المشاكل في جميع الأطوار، خاصة إذا تعلق الأمر بكتابة فقرة بلغة أجنبية لهذا يحتاجون إلى الدعم و المساعدة من أساتذتهم لتطوير قدراتهم في الكتابة. كما هو الحال بالنسبة لدراستنا الحالية التي تهدف إلى معرفة مدى تأثير التغذية الاسترجاعية (فيدباك) على التعبير الكتابي. لتحقيق هذا الهدف والتأكد من صحة فرضيتنا التي تتمحور حول إذا قدم الأستاذ التغذية الاسترجاعية للطلبة فمستوى تعبيرهم سيتحسن اعتمادنا على استبيان وجه(30) تلميذ يدرسون السنة الثالثة بثانوية قطوش خليفة وحوار كتابي وجه لاربعة أساتذة يعملون في نفس المؤسسة للعام الدراسي 2020/2019. اعتمادا على نتائج هذا البحث استنتجنا انه يجب على الأساتذة عدم تأجيل منح التغذية الاسترجاعية للمسودة الأخيرة. إضافة إلى هذا من خلال تحليل نتائج الاستبيان و الحوار الكتابي تم تأكيد الفرضية والتي تتمثل في الدور الايجابي للتغذية الاسترجاعية في تحسين وتطوير مهارة الكتابة لدى الطلبة